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In response to the research findings of Head Start programs, in particular, and of research in early childhood education, in general, this manual was created by the Kindergarten Study Group of the Cincinnati Public Schools to examine the kindergarten program. The purpose of this manual is to help teachers broaden and extend the learning of the pupils, especially in the language arts. Ways are suggested for working with children to provide for individual, small group, and total class instruction. The manual sets out activities for developing pupils' skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Also, approaches to building reading readiness are described. (WD)

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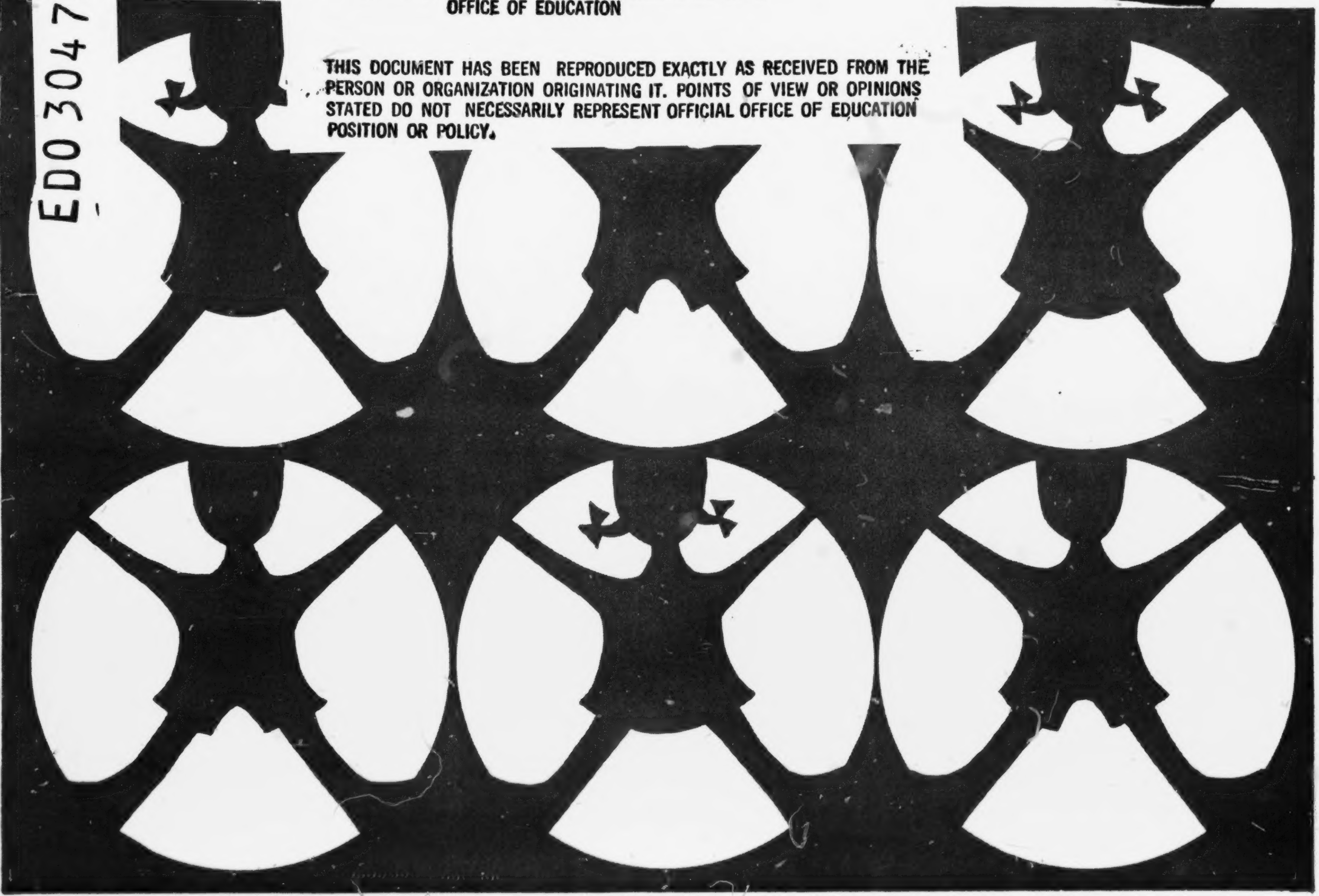
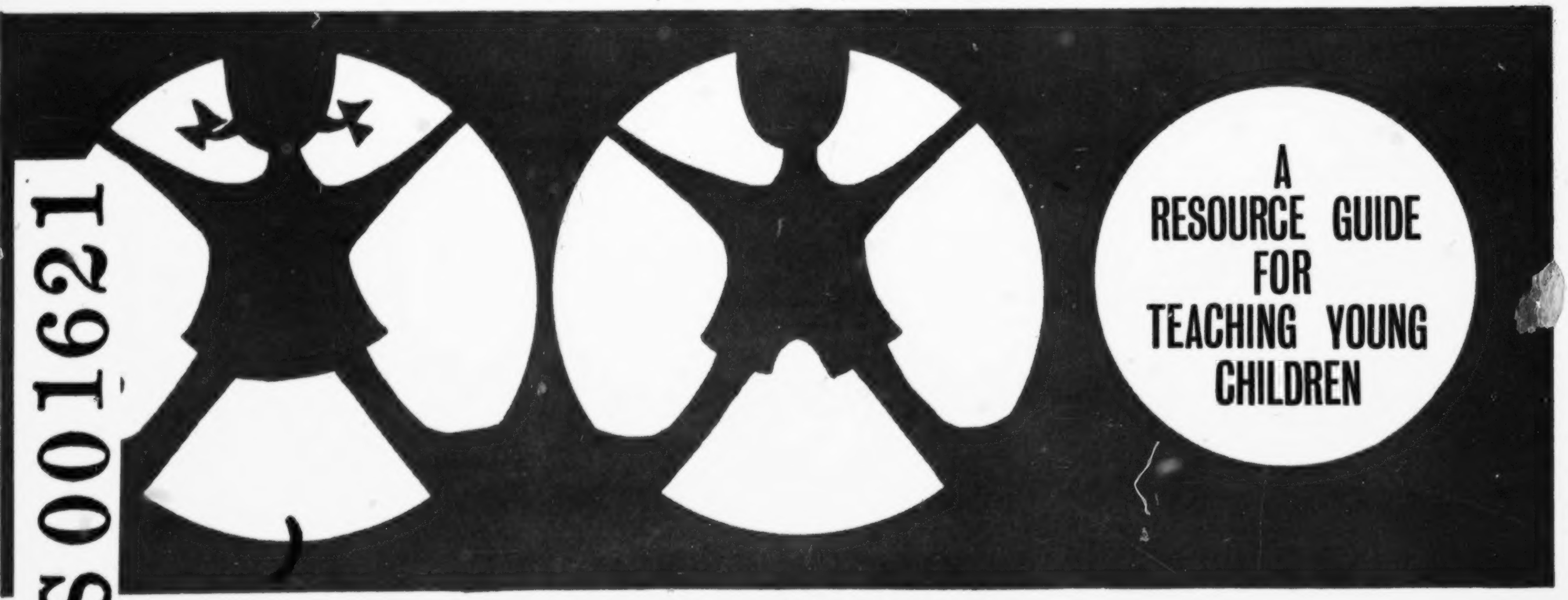


CONCEPT AND LANGUAGE DEVELOPMENT



A RESOURCE GUIDE FOR TEACHING YOUNG CHILDREN

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CINCINNATI PUBLIC SCHOOLS
1968

FOREWORD

Today's children are acquiring an increased knowledge of the world around them. Through travel and various news media, their world is expanding and they are becoming aware of things remote in space. Many children are having school experiences at an earlier age as they attend nursery schools and summer or year-round Head Start programs. Early Childhood Education programs are undergoing many changes as research has continued to add insights into young children's intellectual capabilities. Pressures to teach more earlier and to teach reading sooner must be evaluated. In the light of these facts, it seems imperative that the Cincinnati Public Schools examine the kindergarten program and give particular attention to ways in which children can be helped to gain information, develop their thinking and reasoning abilities, clarify and build concepts, and develop skills in organizing information.

The Primary Manual, Revised provides the base of the kindergarten curriculum in all areas. This bulletin is an additional guide for working with kindergarten children. Its purpose is to help teachers broaden and extend learnings, especially in the Language Arts. It suggests ways of working with children to provide for individual, small group, and total class instruction.

Preparation of the bulletin, Concept and Language Development, involved two years of study and conferences by members of a Kindergarten Study Group. This committee was appointed in the fall of 1965 to evaluate and suggest modifications of the kindergarten curriculum in light of Head Start programs for four-year-olds and of recent research in the field of Early Childhood Education. The preparation of the bulletin and the materials for experimentation were funded under the Elementary and Secondary Education Act.

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March 1968

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INTRODUCTION

The world of the five-year-old is one of exciting, sometimes bewildering, people, places, and things. At this age, the child seems to exhibit perpetual motion as he explores, examines, and becomes involved in many things that are part of his environment.

It is generally agreed that the learning of young children is promoted most effectively through the multi-sensory approach. The kindergarten child needs to see, to feel, to touch, to taste, and to smell in order to learn. Much of this learning is acquired during play activities as opportunity is provided for him to take apart, to put together, and to rearrange things to express his own ideas.

A feeling of personal worth is a basic need of all individuals at any age. Recently many terms have been used to identify this need. Whether it is called "self-concept", "self-realization", or some other name, every individual needs to know himself, to evaluate his strengths and limitations, and to feel that he is important. The teacher has a responsibility to help each child to know and feel good about himself. She must provide appropriate tasks at which each child can succeed. As the child gains praise for his success and a feeling that he is capable, he gains greater confidence in attempting new learning tasks.

Abilities within a group of kindergarten children may range from the slow-learner to the very able learner. Experiences brought to school vary from those of the most privileged to the so-called culturally disadvantaged. Some may have traveled around the world; others may have spent their lives in one neighborhood. Some have acquired a great deal of knowledge, an extensive listening and speaking vocabulary; others may be very limited in language vocabulary and usage and in concept formation.

Introduction cont.

Regardless of background, the child needs new experiences to enrich and extend his development. The less advantaged child may need different kinds of experiences, but all children need guidance in relating new learnings to previous ones, and in the application of skills and abilities to new situations. Providing for the wide range to be found in the kindergarten presents a challenge which can be met by using knowledge of child development, carefully identifying content for learning, and developing techniques for working with individuals and small groups.

Maximum growth socially, emotionally, physically, and intellectually is the goal of the kindergarten program. Current research indicates a need for incorporating into the kindergarten program activities to build thinking, reasoning and problem-solving skills, and an understanding of cause and effect relationships.

Language is closely related to all areas of child development. Success in social contacts and relationships is enhanced through language. Physical development is necessary before listening, speaking, reading, and writing can be learned. Language provides an outlet for emotional release. Intellectually, the child gains information through language activities. Learning for the young child takes place as he translates concepts into words and vice versa.

This bulletin suggests activities for developing skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Approaches to building readiness for reading are described. A profile of the child who is ready to read is included.

In each section, the teacher should select those activities which best meet the needs of her class. They should not be thought of as a series of lessons to be followed rigidly.

VOCABULARY

The kindergarten child has acquired a listening and speaking vocabulary before he enters school. Studies reveal that the child's listening vocabulary is much larger than his speaking vocabulary. This does not imply that a child fully understands all of the meanings behind the words in his listening vocabulary, nor does it mean that misconceptions do not exist. It does indicate a need for providing many experiences which involve the child in speaking. Children need many opportunities to convert some of their listening vocabulary into words used in everyday speech.

Speaking and listening skills, both inherent in vocabulary development, are learned together. Children learn to understand words they hear, and these words take on full meaning when the child is able to use them in his daily life.

In addition to providing situations in which the child may increase his vocabulary through active participation in listening and speaking, the kindergarten teacher is responsible for presenting new words and adding meaning to known words. The following material may help the teacher to provide situations where children can use words and to become aware of some possibilities for vocabulary development and enrichment.

Using Vocabulary

Any activity in which children participate is usually accompanied by oral language. Some activities in which the child has opportunity to practice and develop vocabulary are described below.

Conversing

In talking with each other, children use words they have heard used by adults. Each child has his own unique vocabulary and through conversation he presents new words and ideas to his peers and, in turn, learns from them. The teacher can do much to increase a child's vocabulary as she talks to him. In talking with a child, she need not simplify her vocabulary. The use of synonyms or explanatory phrases will help the child broaden his knowledge of words.

Sharing, Planning, Evaluating

During the process of sharing, planning, and evaluating experiences, children use many words to express their ideas. These periods give the child the opportunity to stand in front of the group and tell about something. He may tell about what he has done on the way to school, what he plans to do during the work period, or relate some problem he encountered in his attempt to do or make something.

The classroom that provides for expression of ideas, plans and problems is one in which vocabularies grow. Children who learn to question the ideas of others and who are expected to clarify ideas of their own, develop a greater awareness of words and word meanings.

Dramatic Experiences

The many experiences involving dramatic and representative play that occur during the work-play period offer opportunity for experimenting with unusual words. Words used during this period are taken directly from stories, television programs, and words used frequently by adults. Such words and phrases as "charming", "beautiful", "enormous", "perfectly delightful", "absolutely ridiculous", may enter into dramatic play and be understood in the situation.

In dramatizing stories, the child not only repeats portions of a story but also uses words of his own to help tell some parts of the story. Usually children remember the speaking parts of a story but find it necessary to recreate descriptions in their own words.

Stories, Riddles, Jingles, and Poems

Retelling stories gives the child a chance to use his vocabulary, but the original story gives him unlimited opportunity to experiment and play with words and ideas. Original stories may be based on real experiences, tales the child has heard, or purely imaginative yarns.

Playing with words and building up patterns in riddles, jingles, and poems gives the child much practice in using his vocabulary. Making up verses and having them written down and read back to the group provides opportunity to express ideas and develops an appreciation of written words.

Building Vocabulary

All areas and activities in the kindergarten program permit growth in vocabulary. All items in the room present possibilities for new words. Analysis by the teacher of each piece of equipment, all supplies, and every activity will make her aware of the many words that can be used in relation to a specific activity. For example, a list may be compiled of the words used in a three-minute interval as groups of children engage in stringing beads. Throughout the year, as the teacher uses and explains them, these words have greater meaning for children and become a part of their vocabulary.

Careful planning for any one activity includes plans for introducing, explaining, and using new words. Once a word has been presented, the teacher should make every effort to continue using the word in conversation and discussion. The kindergarten child seems eager to learn new words and will use the ones he hears used by his teacher and classmates. Long, difficult words, used with a purpose, generally become a part of the child's vocabulary more readily than seemingly simple ones. Techniques and activities described below may be used in introducing and building vocabulary.

General Techniques

These techniques may be used throughout the year. The suggestions may be applicable to one or more activities or situations.

Discuss new words which occur in units and centers of interest. Question children on their understandings.

Make planning for the day and evaluating experiences a group activity. Ask children to repeat plans for the day or tell what has been done during the day.

Prepare reference lists of words. Gather any concrete visual aids that may be needed to clarify a word.

Cut out and mount pictures of objects related to a particular area of interest. Ask children to name the object and tell the use or function, or to describe the characteristics of the object.

Check for understanding of unfamiliar words before and after reading or telling a story.

Naming or Labeling

Classroom situations which provide opportunity for children to name objects and to learn the names of unfamiliar things are suggested below.

Naming Objects and Events in the Classroom - Have each child give his own name. Then, by turn, have each child give names of other persons in the room.
Ask children to name objects.

Does the period of time when we eat have a name? What? (Snack time, lunch, dinner, breakfast)
Does our school have a name?
Does today have a name?
Do you see anything that has a name you do not know?

Naming Other Things - The process of naming things should continue throughout the year. This process can include naming objects, people, actions, feelings, times, places, etc., and can include real things, pictures, and other vicarious experiences. For those who are able, descriptive words may be added to names.

Sensory Experiences

Children have words firmly implanted in their minds through seeing, hearing, touching, smelling, and tasting activities. Activities described in the material on auditory and visual perception develop vocabulary. The possibilities for learning words used to describe experiences as children hear and see become a part of their vocabulary and are associated with feelings and reactions. Suggestions for senses of touching, tasting, and smelling are given below.

The Sense of Touch - The experience of "Finding Out by Touching" has many possibilities for use in the classroom. A box, a bag, or display table may be used to hold a collection of items to be investigated through the sense of touch. These items may include: fur, cotton, a comb, an eraser, a rock, a block, a sponge, and the like. Ask a child to close his eyes, feel an object, describe what he feels, and then tell what it is. Through guidance and questioning many concepts can be developed and the words used to describe objects will become a part of the child's vocabulary.

Bring squares of felt, cotton, silk, etc. to the classroom. Let the children feel them and discuss which ones are rough, smooth, thick or thin. Later, without looking, let a child feel one of the squares. Have a duplicate set of squares on the table. After feeling the square (unseen) he may go over to the table and choose (by feeling) a cloth square which he thinks is like the test square. Have him check his choice by comparing it with the original.

Have children put their hands behind their backs and identify an object placed in their hands.

Find objects about the room that are smooth, hard, cold, rough, and the like. Discuss words: "soft", "hard", "smooth", "rough", "thin", "thick", "long", and "short." Plan to take a walk around the school to collect different objects that are "rough", "smooth", etc.

Tactile experiences may lead to the expression of similes. When the young child feels an object that is new, he tends to describe it in terms of previous experiences. For example, a piece of cotton may feel "as soft as my kitty." Encourage children to make relationships.

Display objects children bring in that are hard or soft. Skill in classifying may be developed. Written words may be used to label each group. Children may begin to develop a sight vocabulary through the use of written labels.

The Sense of Taste - Experiences which give children the opportunity to taste many foods help them to learn to identify the foods and appreciate their likenesses and differences. These experiences also help the child to learn new words, associate meanings, and develop skill in describing sensations. Tasting experiences may begin by having the child taste two things. The quantity served need be only enough to taste. Some combinations are: peach-plum; orange-lemon; peanut-pecan; peanut-walnut; celery-radish; nutmeg-cinnamon; bitter chocolate-sweet chocolate.

In the beginning the child may make little discrimination in taste and will usually respond with, "That's good!" or "That's not good!" As the teacher participates in the tasting experiences, she presents words and helps children learn to describe the color, shape, taste, and texture of the foods tasted.

Activities involving taste discriminations may be used to develop skill in classifying groups of food. Classifying may begin by grouping pictures according to things "I Can Eat" or "I Cannot Eat." Finer classifications may be developed through grouping foods according to sweet, sour, bitter; as fruits and vegetables or as meat. Experiences with taste should include activities to develop safety precautions.

The Sense of Smell - Identifying and associating impressions gained by smelling, not only increases vocabulary but also provides opportunities for developing skills in discriminating and classifying.

Children enjoy finding things which they can identify by smell. These things may include: a jar of paste, a bar of soap, a lemon, an apple, an orange, a jar of mentholatum, perfume, baby powder. The teacher may add to the collection of things to smell and provide items children may not think of or have access to.

Once children have identified objects by smell, the activity can be varied by having a child tell what the smell reminds him of. Children may make observations such as: "This soap smells like my bath." "Powder smells like my baby." "The apple smells like I'm hungry."

Pass around assorted spices and seasonings from the home kitchen, one at a time, in small plastic containers. Have children identify using sense of smell. After identification discuss the uses of each. Example: celery seed in potato salad, cinnamon on cinnamon toast.

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Other activities may include bringing objects from home and determining, by smelling, whether it came from the yard or from indoors, and if the latter, from what part of the house. Some identifications and associations that may be made include: food, kitchen or dining room; wood, fireplace.

Games

In order to play any game the child must understand the words that tell him what to do. The games described below are especially geared toward vocabulary development.

Word Games - Games may be used to develop understanding of specific words. These games suggest the use of particular parts of speech, without so labeling them, of course.

Verbs - Have children walk, run, hop, work, play. Question children: What can a boy do, a girl, a father, a mother, a dog?

Adverbs - Ask children to perform actions quickly, slowly, quietly, noisily, happily, or sadly. Have children describe the actions they perform.

Adjectives - Have children pretend they are big, little, brave, happy, unhappy, kind, mean, old, or young. Ask children to tell what it means to be brave, happy, and the like.

Prepositions - Ask children to put an object in, on, under, beside, below, or behind a box. Have children describe what they do.

Word Association Games - Games may be used to help children associate properties. The following procedure may be used. Ask each child in turn to name something possessing the property that you indicate. For example, you may ask children to name something that is: big, small, round, square, tall, short, skinny, large, red, blue, fast, slow, or friendly.

Guessing Games - What Is It? - Use the small cards from an object lotto game. Hold up one card and ask who can name the object pictured. The child naming the object correctly may hold the card. Be sure each child gets at least one card. At the end of the game, collect the cards by asking, "Who has one card?" All children having one card return it. Proceed with two, three, etc., until all cards are collected. To vary the game, have children return cards as they answer questions: "Who has the object that cuts wood?" As skill is developed, a child may take the role of the teacher.

What is in the Bag? - Several small objects may be placed in individual paper bags. Choose a child to select any bag he wishes. After he looks in the bag, ask him to describe the object without naming it. Other players then guess what the object may be. As a variation, describe an object in the room and have a child find it.

ORGANIZATION OF IDEAS

Children experiment, clarify, and formulate their ideas. Since oral language correlates so closely with the thought processes, attention must be given to the child's ideas and the manner in which he gives expression to his ideas.

Most kindergarten children are able to express ideas in sentences or sentence fragments and can give a short description of an experience, event, or a picture. As young children talk, they seem to be thinking out loud. Throughout the year, a steady development is evident in the choice of words, in the length and complexity of sentences, and in the clarity of expression.

The ability to organize and express ideas requires the use of many abilities including memory, awareness of sequence, classification, and picture interpretation. The development of these skills will improve listening, speaking, thinking, reasoning, and will help insure readiness for reading.

Developing the Ability to Recall

The ability to remember what is seen and heard is necessary for growth in language development. The child cannot organize ideas unless he is able to recall them. Kindergarten children can be helped to develop skill in immediate and delayed recall. Activities to promote these skills are listed below.

Immediate Recall

When presenting a new type of material or a new tool, discuss the rules for safe and proper use. Then let the children tell the things they should remember when using the tool or material.

Briefly show four or five objects on a tray. Cover the objects and see how many of them the children can remember. Increase the number of objects as the children become more proficient.

Have the group say Mother Goose Rhymes. After the rhyme is finished, ask questions and choose individual children to answer the questions. Example:

Where did Jack and Jill go?
Why was Miss Muffet frightened?
Who tried to put Humpty Dumpty together again?

Have one child go to the window and look to see what is outside. When he returns, have him tell as many things as he can remember.

Give several directions to the group as everyone listens: "Put this pencil on the desk, take the doll to the playhouse, go to the door and stay there." Have one child follow the directions as they were given.

After telling a story with flannel board figures, ask a child to retell the story with the pictures.

When verbal messages are sent to another teacher or to parents, have the child repeat the message to you.

After reading a story, check for comprehension and recall by asking questions related to the story.

Have a child look at an object, close his eyes, and answer questions about its appearance. Example: Look at a doll. Question:

What is the doll wearing?
What color are her eyes?
Is the doll sitting or standing?
Is this a baby doll? How do you know?

Other children can check the accuracy of the answers since the object is still in their sight. This activity can be varied by letting all children look, then take the object away and have all take turns trying to answer questions about the object. This technique can also be used with pictures.

Place objects or colors in a certain arrangement. One child looks carefully, closes his eyes, and reopens them after another child has rearranged the objects. The child then tries to put the objects into their original places.

Delayed Recall

Have children review rules for the proper use of materials, play equipment, or any routine procedure that has been established.

Ask questions about the story which was read the previous day. Occasionally use stories which have chapters whose meaning demands recall.

Let children dictate an experience story based on a recent group experience. Record this information on a chart to be reviewed at a later time.

Plan for the following day. Point out specific things children will need to remember.

Refrain from sending a written request for detergent bottles, boxes, towel rolls, etc., which the children are to bring to school. Encourage children to remember. The child may "write" his own reminder by drawing a picture of the needed items.

Take a few minutes before going home to have children review what has been done during the day.

Make periodic visits to some particular outdoor observation area (park, neighborhood yard, tree, etc.). Have children recall the way it looked on previous visits. Pictures may be made to be used later as reminders.

Ask children to name as many things as they can that have one particular quality, for example: things that fly, have wheels, swim, and the like. This activity also requires skills in classifying.

Recite poems and finger plays previously learned. When reciting finger plays in which characters speak, have the whole group do the narration and have individual children say the words spoken by each of the characters.

Dramatize favorite stories.

Set aside a special day each week when children select songs to be sung. They may choose any song the group has learned since school started.

Developing an Awareness of Sequence

The ability to see, recall, and tell about things in proper sequence is prerequisite to learning to read. The kindergarten child becomes aware of sequence as routines are established and consistency is maintained in the daily program.

In order to establish procedures teachers will need to review often with children the steps involved and give many reminders before the sequence will be successfully remembered. If the procedure relates to painting, for example, the children will need to be questioned, "Why do you need to get a paint shirt first? Why must you cover the table or floor? Why is it a good idea to wash your hands before you take your paint shirt off?"

Ability to sense a proper sequence in stories is needed constantly when children learn to read. It can be developed through storytelling during this year.

The Daily Program

Getting Dressed - Children can be helped to see the value of order as they get dressed to go outside in the winter time. Boots present a big problem for many kindergarten children. They tackle the big problems first and manage to get their boots on before they think of their snow pants. Other children fearing their mittens or gloves will be lost, will put them on and then try to button buttons and zip zippers. These situations present a real need for learning to do things in a sequential manner. The teacher should capitalize on these situations, question the children, and help them decide the best way to go about the task of getting dressed.

Snack Time - A sequential pattern can be established for snack time. Help children see why the napkins should be passed first. Pictures of activities on sequence cards are helpful.

Lavatory - Careful observation on the part of the teacher may indicate that some children need help in understanding the sequence involved in going to the lavatory. Many times children will wash their hands and then use the toilet. Explanations may be made to individuals as they are needed.

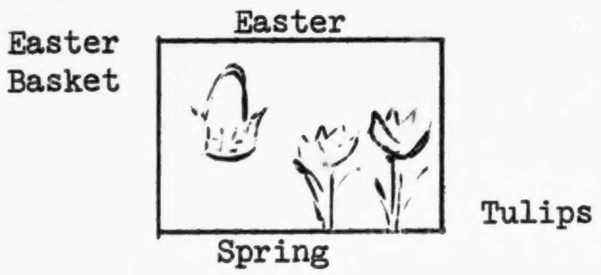
Evaluation - Any evaluation period may be utilized to develop awareness of sequence. During the evaluation time children should be questioned, "What did you plan to do? What did you do first? Did you finish your work? What do you need to do next?"

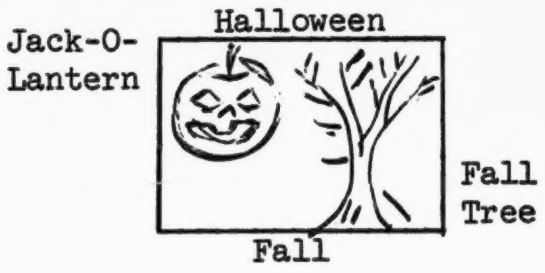
Sequence of Seasons

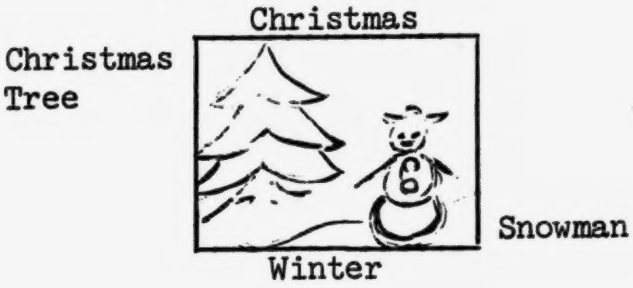
Locate an observation area near the school where changes in the seasons will be evident. If at all possible, this area should include a fruit tree. Make periodic visits to this area and note changes. Make a pictorial record of visits at all four seasons.

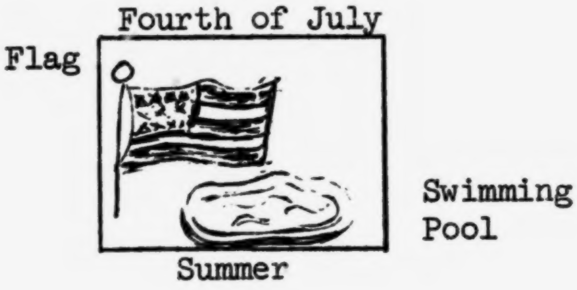
Illustrate the passing to seasons with appropriate pictures and have children put the pictures in order. Name the season with which they are to begin.

Relate holidays to seasons. Show a picture representing a holiday and ask children to name the season in which the holiday comes. Pictures representing holidays and seasons may be used for children to put in order. Be sure to name the season with which the child is to begin.









Refer to the Primary Manual, Revised. Social Studies Chapter 23, page 206, "Play in All Seasons."

Sequence in Stories

Have children tell or dramatize a story in sequence. Use flannel board cutouts, pictures, toy figures, and puppets as aids to storytelling.

After reading a story, question children as to the sequence involved. "What happened first? Why do you suppose this happened first? What happened next?"

When telling a familiar story, do not follow the regular sequence to see if the children notice this and can tell you what is wrong. For example, when telling the story, "Three Billy Goats Gruff", say that the great big billy goat went over the bridge first.

The Calendar

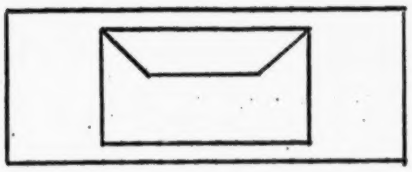
Many kindergarten classes check the calendar daily and record the weather. Noting the month, date, and day of the week helps children to remember sequential order. The teacher can question children to help them remember: "Do you remember the name of today? If today is Monday, what will tomorrow be? What was the name of yesterday?"

See-Quees

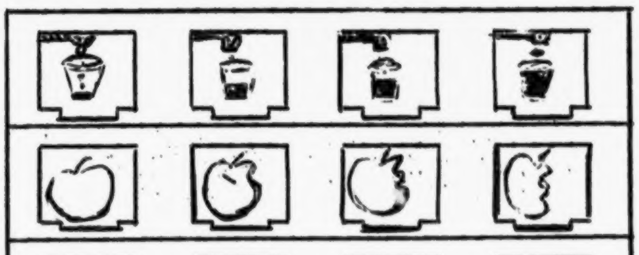
See-Quees Puzzles illustrate some sequential events and may be used to develop awareness of sequence. Many puzzles have been approved for use in the kindergarten. See "Supplementary List of Kindergarten-Primary Materials and Supplies 1967."

Sequence Games

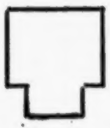
Games may be made from durable paper on which simple pictures may be drawn by the teacher. An example of such a game is illustrated below.



Back of card containing game pieces in an envelope



Front of card



A game piece sequence card to insert in slots provided

Classifying by Various Categories

The ability to group objects according to established criteria is dependent upon the concepts that are being acquired by the child. Concepts develop from the specific to the general. They are cumulative as new meanings are constantly being added to old ones, thus enriching and broadening the concepts already established.

The young child's first concept of an apple may be something to eat; through experience he learns that apples are used to make pies or applesauce. Apples are a kind of fruit; fruit is food. Apples grow on trees; a tree is a plant. An apple tree is a fruit tree. As knowledge is gained, the child is able to understand that the apple may be classified in several ways such as food, fruit, food that comes from plants, or fruit that grows on trees. Grouping objects into proper categories may involve one or more discriminations.

The kindergarten children and the classroom present many opportunities to develop beginning skills in classification. The teacher classifies as she gives instructions and carries out daily activities. When she says, "Will all of the boys please get in line" or "All of the people at the red table may line up", children begin to see divisions and groupings.

As centers of interest develop and materials are introduced, the children learn that certain materials belong in certain places. For example, all of the toys belong on one shelf, the books belong in the library, the blocks are stored together, the puzzles have a special place, and some things are to be kept in the playhouse.

Throughout the year the teacher will help children to refine their classification of materials and centers. Toys may be stored in a manner that will require children to group them:

Wheel Toys
Other Toys

Later the wheel toys may be further classified as:

Trucks
Trains
Cars
Airplanes
Buses

Units in all content areas will provide opportunities for developing skill in classifying. The teacher may plan trips that will enable children to see classification used in everyday life. A trip to the supermarket provides an ideal experience for this purpose. The following activities provide further opportunities through which skills in classifying may be developed.

Classifying Objects

Have children form a circle and sit on the floor. Place in the center of the circle a variety of familiar objects, such as ten blocks, eight crayons, seven brushes, or five trucks. Have one child pick out an object. Have another child pick out all similar objects. Continue with other objects. Question children as they work: Did you take all of these and put them together? Can you find any more of these in the room? How is this object different from that one? How are the objects the same?

Ask the children to think of all the things in the room with which you can make a picture. As things are named have children get the objects and bring them to the group. Question children as to why they chose each thing. Using other objects in the room, have children group things according to function; for example, containers for water; things used for cleaning; and objects to sit on.

Have children name objects found in specific places; for example, on the playground, in the playhouse, in the room.

Take walks in the neighborhood, look for things in specific places; for example, in the sky, on the ground, on the street.

Classifying in Less Concrete Forms

When children have had experiences classifying concrete objects, teachers may wish to devise activities using pictures. In addition to the activities listed below, suggestions for developing skill in matching and grouping may be found in the Auditory and Visual Perception sections of this bulletin.

Flannel Board Games - Place pictures of objects on the flannel board. Ask a child to select a certain group; for example, things that belong in the water.

Picture Charts or Scrapbooks - Have children cut out or use magazine pictures and paste them in selected groups; for example, food. Later the general heading can be classified by fruits, vegetables, or meat.

Lotto Games - Commercial lotto games may be used to aid in classifying. The games listed below have been approved for use in the kindergarten.

Object Lotto-Classifies: Things we use at school; things to wear; things to eat; things to use in the bathroom; things to use in the kitchen; and things to use in play.

Farm Lotto-Classifies: Fruit orchard; flower garden; barn; farm pets; farm tools; and vegetable patch.

The World About Us Lotto-Classifies: The weather; the family; going to school; my pets; our neighborhood; and community workers.

The teacher will need to set up rules to be used by the children when playing lotto games. Children need to understand the role of player and caller. The teacher will need to question the children, point out details they might not see, and make sure they are gaining understanding of the way the pictures are grouped. When understanding is gained, the child who has the card showing the family might respond to the caller by saying, "I have the mother who belongs to the family."

Instructo Classification Game - This game includes the interiors of a pet shop, clothing store, and food store which give context clues to classifying 48 picture cards. Each stand-up store interior is complete with a "floor" divided into twelve squares into which appropriate picture cards are placed to complete the game. When playing this game, children could be expected to respond verbally. For example, "I have the boat that belongs in the toy store."

Activities to develop skill in classification may be varied by presenting groups including one or more objects that do not belong. This gives the teacher a good idea of the children's understanding. In all activities, children should name objects and tell why they do or do not belong in a specific group. Have children tell why an object may be placed in one or more groups.

See "Supplementary List of Kindergarten-Primary Materials and Supplies 1967" for sources.

Interpreting Pictures

Children are exposed to movies, cartoons, picture books, magazines, advertisements, and many other pictorial schemes for presenting ideas. The child who can "read" pictures effectively has access to a vast world of ideas.

Long before the child enters school he acquires some picture-reading ability. A beginning is made when he first recognizes a familiar object in a picture and points to it. Later he recognizes the object, points to it, and says its name. Still later, the child is able to observe a picture and interpret actions depicted in the picture. Finally, he is able to think creatively about a pictured situation.

As a child develops skills in interpreting pictures, he uses and increases his ability to observe, think, reason, and express himself orally. When he learns to read words, he will read for facts, interpret what he reads, and learn to think creatively about what is read.

The teacher has the responsibility for providing suitable pictures and guiding the child as he learns to interpret pictures. The following suggestions may help the teacher as she plans for the most effective use of pictures in her classroom.

Guiding Picture Interpretation

The following varied techniques may be used by the teacher as she helps children interpret pictures.

Encourage children to observe pictures carefully, talk about the picture and note details, interpret the action depicted in the picture, and finally, tell a story about the picture.

After using the procedure described above, the teacher may wish to read or tell a story about a picture. Some children may need to hear many stories told about pictures before they are able to create detailed stories of their own.

When children are just beginning to tell stories about pictures the teacher may need to suggest that they start by telling when, who and where. This might bring about a response such as, "One day a little boy was outside."

After children have told stories about a picture, ask them to dictate a group story. Record the story on the chalkboard.

Stimulate thinking by asking children to state the main idea represented in a picture, note details and describe their relationship to the main idea, and make inferences from picture clues. Skillful questioning will help. Some questions a teacher might ask are:

What time of the year do you think it is?
What do you think the boy is doing?
Where do you think they are going?
What do you think might happen if ....?

Analyze pictures used in terms of possible vocabulary development. When questioning, note and use words that will increase word knowledge.

Pictures may be used to clarify place relationships.

above
across
after
among
around
at
before
behind
below
beside
between
by
down
from
in
into
near
of
off
on
outside
over
through
to
under
up

Ask children to describe objects within a picture. They may describe objects by noting size, shape, color, uses, etc.

Have children retell familiar stories by telling what is happening in each picture. Use pictures in storybooks or keep pictures in sequential order until children have had many experiences retelling stories from pictures. The primary purpose of this activity is the retelling of a story by reading pictures.

Devise pictures to use when teaching the words of a song.

Point out pictures used to express feelings. Encourage children to tell whether people appear to be happy, sad, hurt, etc., and why they think so.

Occasionally have children determine a good name for a picture. This might be done with pictures they especially enjoy.

Encourage children to predict possible outcomes of particular pictured situations.

Have children put pictures in sequence and then tell why.

AUDITORY PERCEPTION

The development of auditory perception requires that the child have the physical ability to hear; the ability to distinguish sounds which are somewhat alike; and to understand and remember meanings behind the sounds. To strengthen auditory perception, the child must have guidance in hearing, listening, and understanding. Guidance is more effective when activities of an auditory nature are accompanied by or reinforced with visual aids.

Opportunities to develop auditory perception abound in all phases of the kindergarten curriculum. Activities which promote sensitivity to sounds and the ability to identify, compare, and produce sounds occur frequently in the classroom.

The following material promotes growth in auditory perception through the development of language skills. These skills include listening for specific sounds, following directions, and interpreting meaning.

Building Listening Skills

The young child hears sounds around him, but he does not always listen to them. Listening is a skill that is developed. Through guidance, the child learns discrimination and selectivity. He learns to give full attention when the teacher is speaking to the entire class or to a small group of which he is a part. When she is working with other groups, he learns to give marginal attention in order to concentrate on what he is doing. It takes time for the child to learn what to do in various situations and to learn to change from one kind of listening to another.

The kindergarten program offers many opportunities through the day for the children to listen. If he is deeply interested, he will give undivided attention to what he hears, but he will be interested only if he understands the meaning of what he hears. The teacher is responsible for choosing activities within his comprehension and for presenting them as meaningful experiences. When new experiences are introduced, they challenge the child's interest and encourage listening.

Listening for Sounds Around Us

Listening for sounds in his environment and learning to interpret these sounds will develop the abilities necessary for finer discriminations.

Listening for Sounds Outdoors - Plan to take a "Listening Walk." Ask the children to listen for sounds as they walk around the block. List the sounds heard and discuss how they were made. The list of street sounds might include automobiles, trucks, buses; tooting horns; grinding gears; footsteps, high heels clicking, gravel scrunching underfoot; birds singing or calling; dogs barking; people talking, laughing, whistling; wind blowing leaves on a tree; airplanes humming, etc. Collect pictures that represent these sounds. Pictures help children recall sounds heard and associate the sounds with symbols.

Listening to the recording, "Muffin in the City." Children may be asked, before listening, to try to remember as many of the sounds they hear as possible. After the children have named the sounds they recall from the record, ask if they heard any of the same sounds on their "Listening Walk."

Listen to the recording of street sounds from the album, "Sounds Around Us." Ask the children to listen for any new street sounds they have not heard before. Add any new sounds to the list of street sounds.

Many listening walks may be taken throughout the year to listen for specific sounds and interpret their meanings. As these walks are taken, listening skills are developed. Simple classifications are made as children listen for sounds made by people at work, playground sounds, safety sounds, etc.

Listening to Sounds on a Trip - Use a portable tape recorder on a trip. Play the tape after returning from the trip. Ask children to relate what was happening at the time certain sounds were heard. Example:

We were getting on the bus.
The bus was going over a bridge.
We were going into the pet store.
A dog was barking.

Listening for Sounds in the Classroom - Children may sit quietly for a period of time as during a rest period, listening for sounds in the building. List the sounds heard and discuss how they were made.

During an evaluation of a work-play period, have the children tell you some of the sounds heard during that period. Sounds heard might include talking, laughing, shouting, singing, footsteps, blocks falling, and the like.

Pictures illustrating these sounds may be collected and as the children view the pictures they may be asked to describe the sound shown in the picture. Save pictures for other activities.

Make a tape recording of sounds made in the classroom during a work-play period. As children listen to the recording, have them identify the sounds. After the sounds have been identified, ask questions:

Did you hear any loud sounds? Describe them.
Were any of the sounds you heard startling? Describe them.
Did they frighten you or make you jump?
Did you hear any pleasant sounds? Unpleasant sounds?
Can you think of other ways to tell about the sounds you heard?

Other classroom activities may involve experiences in which children make sounds in various ways. These experiences may develop concepts of "high and low", "loud and soft", "near and far", etc. The Music Section of the Primary Manual, Revised identifies tonal elements appropriate for kindergarten children and gives suggestions for developing understanding of these elements. The Science Section describes other types of activities to be used when working with sounds. Regardless of the context of study, however, teachers help children to hear the gross sounds about them, and then proceed to help them develop and sharpen their listening powers so that finer discriminations can be made.

Listening for Animal Sounds

Children enjoy listening to and imitating animal sounds. As they identify the animals, they gain skill in listening and associating meaning. The following activities will help children identify animals by listening to the sounds they make.

Animal Sounds in Stories and Poems - Children enjoy listening for and repeating animal sounds or refrains as the teacher tells or reads stories and poems. The teacher should read the story or poem through once and on the second reading, encourage children to join in saying words or phrases.

The following poems are representative of the types children enjoy.

HE! HAW! HUM!

John Cook had a little gray mare,
He, haw, hum!
Her back stood up and her bones were bare.
He, haw, hum!
John Cook was riding up Shuter's Bank,
He, haw, hum!
And there his nag did kick and prank.
He, haw, hum!

John Cook was riding up Shuter's Hill,
He, haw, hum!
His mare fell down and she made her will!
He, haw, hum!
The bridle and saddle were laid on the shelf.
He, haw, hum!
If you want anymore, you must make it yourself.
He, haw, hum!

- Anonymous -

A LITTLE TALK

The big brown hen and Mrs. Duck
Went walking out together;
They talked about all sorts of things,
The farmyard and the weather.
But all I heard was Cluck, Cluck, Cluck,
and Quack, Quack, Quack from Mrs. Duck.

- Anonymous -

THE CHEE CHOO BIRD

A little green bird sat on a fence rail.
Chee-choo, chee-choo, chee-choo!
The song was the sweetest I ever heard.
Chee-choo, chee-choo, chee-choo!
I ran for some salt to put on his tail.
Chee-choo, chee-choo, chee-choo!
But while I was gone, away flew the bird.
Chee-choo, chee-choo, chee-choo!

- Anonymous -

Animal Sounds in Games - Teachers and pupils may play listening games, such as the following:

What Animal Am I?: The teacher makes the sounds of familiar animals and the children name the animals. Animal sounds used may vary with units developed throughout the year.

Children may play "What Animal Am I?" in two lines: In one line, each child makes the sound of an animal while the child opposite him in the other line identifies the animal. The activities of the two lines may be reversed.

What Sound Do I Make?: Have children pretend that they are various animals and ask them to make the sounds made by the animals. Say, for example: Pretend you are a dog. What sound will you make? As children increase their knowledge of animal sounds, one child may be chosen to give directions for the game.

Mother Cat and Her Kittens: While mother cat sleeps, kittens run away. Mother wakes up, calls her kittens with a "meow." They answer from hiding places with "meow." The last one found gets to be mother cat, etc. This game may be varied by using other animals: duck, hen, pig, etc. By using a variety of animals, children may learn to associate different sounds made by mother and baby animals. Example: The mother hen says cut-cut-acut and the baby chick says cheep-cheep.

Animal Sounds in Songs: Nearly all songbooks for kindergarten have songs in which children learn and imitate sounds made by animals. Many recordings are also available that will help children to learn sounds made by animals.

Listening to Identify People

The ability to discriminate voices and associate a voice with a particular person indicates growth in auditory perception and develops readiness for finer discriminations. The following activities will help children identify people by listening to their voices.

Who Comes Knocking at My Door? - One child sits in a chair with his back toward the group. The teacher signals to a second child and he tiptoes to the chair and knocks. The child seated says, "Who comes knocking at my door?" The other child replies, "I come knocking at your door." The first child has three guessses to identify the second child. The second child then sits and the game continues.

Who Am I? - One child is blindfolded. A wide elasticized headband with a paper napkin underneath makes a good blindfold that is easy to use. (Be sure to use a clean napkin for each child blindfolded.) Have the blindfolded child stand in front of the room. The teacher motions to another child who then calls out, "Who Am I?" If he cannot identify the speaker in three guesses, he takes his seat and the speaker becomes the listener.

Little Tommy Tittlemouse - This game is played in the same way as "Who Comes Knocking?" The children say:

Little Tommy Tittlemouse
Lives in a little house.
Someone is knocking,
Oh me! Oh my!
Someone is saying

The child chosen to knock says, "It is I!"

How Do You Do? - One child stands or sits in front of the room with his back to the group. The teacher motions to another child (Ann) to come forward. As Ann approaches the child (Joe), she says, "How do you do, Joe?" Joe says, "How do you do, Ann?" If he does not identify the speaker correctly, the greeting is repeated. If he still fails to identify the speaker, Ann takes his place as guesser. However, Joe continues to be the guesser as long as he makes correct identifications. Holiday or other greetings may be used instead of "How do you do?"

Whose Voice Is It? - Have the children hide their eyes. Choose one child to come forward to talk or say a simple jingle. "I see you. You can't see me. You must guess. Who can that be?" With eyes hidden, the class tries to guess who is speaking.

As a variation, record each child's voice. Put the tape away for a week and then ask children to listen and identify the voices they hear.

Using Recordings - Children enjoy identifying voices on familiar recordings. They may learn the names of familiar storytellers or recognize a voice as one that "tells the story about. . . or sings the song . . ." When using recordings, ask children to tell whether a man or woman is speaking and how they know it is a man or woman.

Listening for Rhyming Words

Practice in listening for words that sound alike will develop the child's auditory acuity and establish readiness for later work in word analysis. The following activities can be used to help children become sensitive to rhyming words.

Nursery Rhymes - When saying Mother Goose Rhymes emphasize the rhyming words. As the rhymes become familiar the teacher may say, "Listen to see if you hear any words that rhyme with 'fill' in this verse." She then says the rhyme, "Jack and Jill." When the children mention "Jill" and "hill", the three words "fill, Jill, and hill" should be repeated to stress the rhyming qualities. The teacher may then ask, "What other words 'rhyme'?" "Down" and "crown" may be mentioned. After several rhymes have been used in this way, the children may say other rhymes they know and may select the words that sound alike. This game should be used often rather than for a long period at any one time.

We Sound Alike - Place a collection of familiar objects having rhyming names on a table. Name each object. Have children put the rhyming objects together. Objects may include: Block, clock; car, jar; hat, cat; house, mouse; etc.

Find a Rhyme - Instruct the children to look around the room to see if they can find an object whose name rhymes with a given word.

Teacher Word	Classroom Object
call	ball
hair	chair
floor	door
stable	table
look	book
jar	car

Riddle Rhymes - The teacher makes up riddles in this manner: "I'm thinking of something which you like to ride. It sounds like icicle. What is it?" Bicycle, Tricycle. Some children will be able to make up similar riddles after they have heard many and understand many rhyming words.

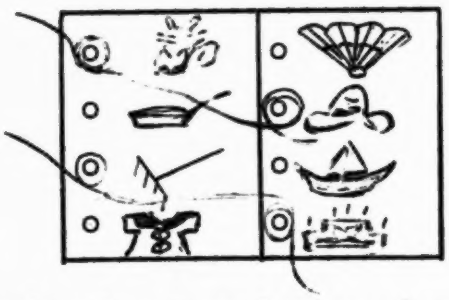
Which Two Rhyme? - Children may listen to choose two words which rhyme in a group of three. The teacher may say, "This is a rhyming game. I will say three words. Two of them rhyme - they sound alike. One is different, it does not rhyme." Giving each word the same emphasis, she says, "red, bed, cat" and asks, "Which two rhyme?" When this game is first used, the teacher will need to be sure the idea of the rhyming pair is understood. Several children may be asked to respond to a set of words until the idea is established.

Does Your Name Rhyme? - When choosing children for activities or sending them to get their wraps, the teacher may say, "If your name sounds like Terry, you may get your coat." Jerry and Mary should respond. Nonsense syllables may be used with some names.

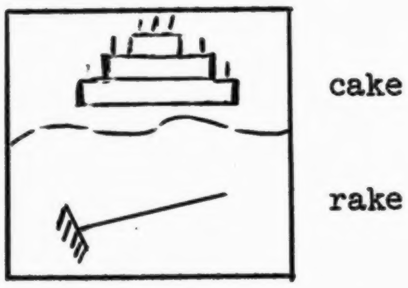
Finish The Rhyme - In a familiar poem or rhyming finger play, stop when you come to the second of two rhyming words and let the children supply the proper word.

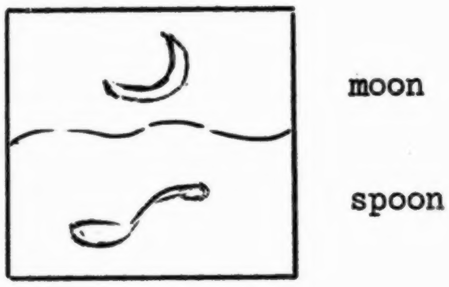
Songs - Make a point of having children pick out rhyming words in new songs.

Picture Games - Make matching games using pictures of objects having names that rhyme. Have the children say the names of the objects and repeat rhyming words. Several rhyming pictures may be produced on the right and left sides of a single card. Paper fasteners may then be inserted to the left of each picture on the card. Strings should be firmly tied around each paper fastener on the left. To play the game, children must loop the string around the rhuming picture on the right. Several such game cards may be constructed. It will be important, however, for the teacher to check completed games.



Rhyme-Match Puzzles - The teacher may devise rhyme-match puzzles. Two pictures of objects having names that rhyme may be pasted on cardboard and cut in jigsaw fashion. The teacher will need to be sure children say the words to her after they have worked the puzzles.





Listening for Beginning Sounds

Many kindergarten children are interested in sounds of words, can recognize a word that starts like their names, and are ready for instruction in initial consonant sounds. Once a child can reproduce a sound, he can hear that sound. He can distinguish names of objects, pictures, or spoken words that begin alike. The teacher has the responsibility for knowing the sounds a child can reproduce. She will help children become aware of the consonant sound at the beginning of a word and help them learn to distinguish that sound from other beginning consonant sounds. When working with beginning consonants, care must be taken that sounds are given in words, not separately.

To be successful in working with beginning sounds, children must understand what is meant by the terms "begin with the same sounds", "begin alike", "start alike", "begin with a different sound", or any other terms the teacher uses to express the same ideas. Once they acquire understanding, many are capable of distinguishing common consonant sounds in their initial position. Development of this skill gives children basic preparation for the phonics they will need to learn and use later. For some children, work with beginning sounds may include the use of written letters representing sounds studied. Many kindergarten children recognize several letters of the alphabet and are capable of associating sounds with printed symbols.

Work with beginning consonant sounds usually begins with listening for children's names that begin with the same sound. Later children classify objects, pictures, and words by beginning sounds. They may then learn to distinguish from among three or more sounds. The following activities may be used with children who are ready and interested in listening for beginning consonant sounds.

Pupil Names - In classrooms where children's names begin with the same sound, the teacher may ask the children to choose someone whose name begins with the same sound as theirs. Once children are aware of names having the same initial sound, they may go on to suggest other words beginning with the same sound as their names.

Classify Objects by Beginning Sound - When children are ready to begin detailed work on a particular sound, a box may be made for objects whose names begin with the same sound. A picture of an object to serve as a key for the sound being studied should be on the box along with the letter representing the sound. For example, the group may be working on the sound that "f" stands for; fish could be the key word and a picture of a fish would be pasted on the object box. At least four objects should be in the box; for example, fish, fork, football, feather. Put the four objects from the box for "f" (or any other sound with which you may be working) on a low table or somewhere the children can easily see them and manipulate them. Hold up the fork and say, "Listen as I name this object and the picture on the box." Emphasize, but do not isolate, the first sound of each. "Fork, fish--they start the same way. They sound the same at the beginning. Listen as I name them again. Fork, fish--we'll put the fork in the box with the fish. They begin alike. Now let's see if any of these other objects begin with the same sounds as fish." As children bring objects or find pictures of the "f" sound, they are placed in the box.

Distinguishing Among Two or More Sounds - When any two object sound boxes have been established, mix the objects. Have the children choose an object and decide in which box it belongs. If a child makes an error, have him listen while you name the things in the box where he placed his object. Tell him his object does not begin like the ones in the box. Then give the child another turn as soon as possible with the same group of objects.

Continue asking children to select objects and put them into the correct one of the two boxes. When all objects have been put into correct boxes, ask one child to name all of the things in each box. Do not use more than two boxes at one time until this activity is done with ease. As new sounds are introduced, it is advisable to limit the number of sounds a child is asked to distinguish to three.

The procedures described above may be used as models for introducing and distinguishing all sounds studied. In determining the order in which sounds are to be studied, the teacher should refer to the readiness and pre-primer books of the basic reading program. Work may begin with those sounds that are learned earliest. The additional activities listed below may be used to supplement or extend work with beginning sounds. The teacher may select and adapt activities to suit the needs of her children as they develop skills in discriminating beginning consonant sounds.

Nursery Rhymes - Have children repeat nursery rhymes having the beginning sounds being studied. For example, if work is being done with the sound of the letter "s", in saying "Sing a Song of Sixpence", children practice using the sound and,through questions, the teacher can determine their ability to recognize the sound.

Animal Sounds - Children may listen for and imitate animal sounds with repetitions of the sounds being studied. For example, if children are working on the sounds "b", "m", "k", "s", and "f", the following sounds might be used: The sheep says, "baa, baa"; the cow says, "moo-moo"; the hen says, "cut-cut-acut"; the snake says, "sssss, sssss"; the angry cat says, "fffff, fffff".

Riddles - Use riddles to elicit words which must begin with a given sound. For example, if you are working on the initial "m" sound, say, "I am high in the sky. I am bright. I give you light at night. I am the ...(moon)."

Books, Stories, and Poems - Many stories and poems are available to give children practice in listening for and imitating beginning consonant sounds.

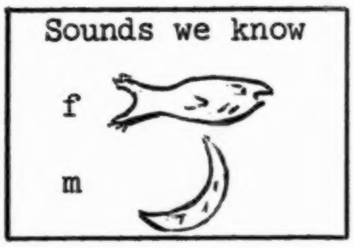
Teachers, using key words in working with beginning sounds, may collect or devise poems using the key word. If fish is a key picture, the finger play, "Five Little Fishes", may be used to practice listening for and imitating the "f" sound.

Five little fishes, swimming near the shore.
One swam away, then there were four.
Four little fishes, happy as could be,
One went to find his lunch, then there were three.

Three little fishes, what did they do?
One dived down in the sea, then there were two.
Two little fishes, having lots of fun,
One jumped out on the land, then there was one.

ABC books give the child a means of identifying initial sounds. Teachers must evaluate the alphabet books used for this purpose. Be sure no consonant digraph words are used for initial consonants, e.g., shoe for s, wheel for w, or thimble for t, or variant sounds for vowels, such as ox, note, orange.

Charts - As sounds are studied, key pictures and letter symbols may be placed on a chart to record known sounds. Children may refer to the chart if they forget sounds or need clues to help them classify new objects, pictures, or words.



Booklets - Individual books of sounds a child knows may be made by cutting pictures from magazines or drawing pictures. A large class scrapbook may be made also. The teacher should select one picture as key for each page. New pages may be started as new letter sounds are introduced.

Pictures and Sounds - Pictures of objects beginning with the same sound may be substituted for letter sound boxes. The procedure described in sorting and selecting objects may be used.

Games: Going to the Supermarket - Prepare picture cards for things that can be bought at a grocery store. Cards are given to several players. A leader is chosen. The teacher gives the leader a small basket. The leader says, "Who bought something that begins with the first sound of basket?"

Children having picture cards of beans, bacon, bananas say the name of their picture and drop it in the shopping basket. When more than one sound is used, change leaders after each sound. The next leader shows a new card and says, "Who bought something that begins with the same sound as candy?"

Sound Chairs - Children sit on chairs in circle formation. One child will stand in the center of the circle. Pass out picture cards to all seated children. Several of the cards have pictures of objects that begin with the same sound. The teacher holds up a picture card and says, "Those who have a picture that begins like mine, change seats." The child standing in the center tries to get a seat.

Sound Train - The teacher may be the engine and say, "If you can tell me a word that begins like ...(moon, money, mice) you may be a car on my train." After several cars have been added, the train may move around the room. When children are familiar with the game, a child may be the engine.

Go Fishing - Use cards with pictures of the beginning sounds studied. Cards must make pairs of matching sounds. The dealer gives five cards to each player and places the remaining cards in a pile; he then asks another player, "John, do you have a picture card that begins like ...?" (He names a picture card in his hand.) If John has a card that makes a pair, he gives the card to the dealer, who places his pair in front of him and asks another player for a card. If John does not have a card called for, he replies, "Go fishing." The dealer then draws from the pile and the player next to John has a turn.

Lotto - Six to eight pictures are pasted on cardboard. Pictures on smaller cards match large card in terms of beginning sound.

Stand - The teacher says a series of words, one of which begins with a different sound. Children are instructed to stand when they hear the word which begins with a different sound. One child is chosen to name the word.

Same and Different Beginnings - Place three objects on a table. Say: "I will name these things for you. Listen carefully. Be ready to tell me which name does not begin like the others." Name objects, "book - bell - car." Children may repeat each word as it is spoken by the teacher. This activity may be done with pictures also.

Following Directions

Children need to follow directions for their own sense of security and well-being. The ability to follow directions depends upon: listening, analyzing information for clarity, seeking clarification when necessary, remembering any sequence involved, and carrying out the instructions. Children who learn to follow oral instructions will be ready to learn the skills for following written instructions which confront them in later years.

Teacher Techniques

The teacher's tone of voice is important in developing the skills necessary for following instructions. Many teachers use a definite signal to indicate to the children that instructions are about to be given and that their attention is necessary. Children need time to get ready to listen for a new set of instructions.

Children must be given the opportunity to analyze the instructions to see whether they make sense. Children are encouraged to seek needed clarification of instructions and are given support if they need additional help. Don't assume that children always understand or hear what is said!

Games

The games listed below may be used to give children practice in following directions and aid the teacher in her determination to issue instructions only once.

Ring the Bell - The children sit on the floor in a circle with a small bell in the center. The teacher gives a direction and calls on a child to carry it out. Sample directions are:

Walk to the bell and walk to your place.
Hop to the bell, ring it twice, hop back to your place.
Hop to the bell on one foot, ring it and return to your place hopping on the other foot.

Directions should vary from simple to complex. After the children are familiar with the type of directions given, allow a child who follows directions well to choose the next person and give him the directions as to what to do.

Do As I Ask - Place five or six objects in the center of the circle of children. Name the objects. The teacher says, "Now listen carefully and do just as I ask. Put the red car on the table and give the blue truck to John."

Choose a child to follow the directions. Give the child time to think and remember just exactly what he is to do before helping him. This game may be made more complex by changing the number and kinds of directions given. It can be varied by using different kinds of objects.

Take A Trip - Give several directions that will require movement: Walk to the door, skip to the playhouse, and tiptoe back to me. Vary the number of directions and the actions.

Interpreting Meaning

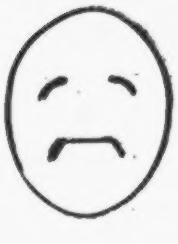
Through listening, children learn to become sensitive to moods and expressions of feelings. They begin to understand that feelings may change when different things happen. They learn that the tone of voice can convey more than words alone. The same word changes meaning in terms of how the child hears the word. Children need help in learning to understand what they hear. The following material may be used to help children derive meaning by listening for feelings expressed through the voice and for context clues that enable them to make sense out of an incomplete sentence.

Recognizing Feelings

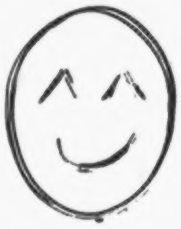
Situations arise throughout the school year that help children to become sensitive to feelings of others as well as to their own reactions. Classroom discussions may center on how certain things make people feel and how they express their feelings.

How Do I Feel? - The teacher may say phrases so that she sounds angry, cheerful, happy, sleepy, sad, mean, or tired. As she says a phrase, the children try to identify the mood being expressed.

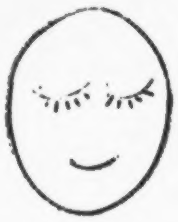
To add interest to this activity, use small paper plates and draw faces which display the moods listed above. Mount the faces on tongue depressors. Then, as a child identifies the mood being demonstrated, he selects the appropriate face and holds it up for the class to see.



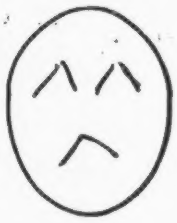
angry
mean



happy
cheerful



sleepy
tired



sad

How Does Alfred Feel? - Alfred may be a hand puppet. He has many feelings and says things crossly, angrily, loudly, in a tiny timid voice, in a tearful sad voice, in a fearful voice, or in a happy pleasant voice. Periodically, the teacher may have "Alfred" come to school. He will say things in his many voices, and the children may tell him what kind of voice he has used.

What If? - The teacher may lead a discussion on how people or animals show their changes in mood. The teacher may ask questions to which the children respond. For example, "If a boy were happy, would his voice sound the same as if he were disappointed? How would his voice sound if he wanted a new bike and his father gave him one? How would his voice sound if he did not get a bike?" "If a dog sees his master coming home, what kind of a bark would he give?" "If a cat is hungry, how will he meow?"

Sharing Experiences - When children share their own experiences the teacher should question them as to how they felt at that time. If a child shares a new toy, book, or description of a trip, he can tell how this made him feel. Other children may be asked to tell how they would feel if the same thing happened to them. This period affords opportunity for children to think through real-life situations of disappointment, anger, or worry.

Stories - When presenting a story, the teacher should plan to question children on feelings expressed in the story and words or actions used to describe the feelings.

Films and Recordings - After a record is played or a film is shown, discussion may center around how the characters showed their feelings with their voices or with the sounds they made.

Understanding Context Clues

Completing unfinished sentences will give children practice in using context as a clue to a missing word. By thinking of the meaning of what the teacher says, the children try to supply words which make sense when combined with the teacher's spoken sentence. The essential goal of such oral exercises is not to build vocabulary, but to help children understand that another of two or more words will make sense in a given context. Examples of unfinished sentences and possible responses are listed below. Any of the sample answers that makes sense is correct.

Kathy likes to listen to music played on the ____________________.
(record player, piano, radio)

Joe is going to take a long trip on a ________________________________.
(plane, ship, train)

As skill is developed in supplying missing words, children may be asked to listen to two or more sentences before they supply the missing word.

Steve's daddy taught him to play a new game. It was __________________.
(baseball, football, tag)

Mary helped her mother. She dried the plates, cups, and ______________.
(saucers, knives, forks)

SPEECH

The young child learns to use words for many purposes: to inform, to convince, to maintain social relationships, to move to action, and to entertain. As one listens to young children conversing in a kindergarten room, he will hear all of these purposes brought to use. For example, to inform - "Guess what?"; to convince - "It is so, because I know."; to maintain social relationships and move to action - "I'll choose you, if you'll choose me." To communicate effectively he must be able to put words together in meaningful combinations, to pronounce words clearly, and to understand the speech of others. The kindergarten teacher builds upon the speech habits the young child brings to the classroom and seeks to improve oral communication skills through planned listening activities and models of good speech.

Improving Listening Skills

Throughout the bulletin there are suggestions for activities designed to develop listening abilities. For example, games such as "Mother Cat and Kittens" and "Animal Sounds" require the pupil to attend to a sound and to localize it. Games and songs in which the child is asked to identify sounds that are alike or different; high, low; loud, soft; fast, slow; develop ability to identify and discriminate among sounds.

Improving Verbal Abilities

It is important that speech be a rewarding, pleasant experience for young children. Activities which increase and enrich vocabulary and extend concepts will help the child to grow in ability to express himself adequately and effectively. Children with language deficits such as restricted vocabulary, grammatical errors and syntactical faults, or with faulty articulation patterns will need special help and understanding.

The kindergarten teacher should have knowledge of the developmental sequence of speech sound mastery and of clues to organic problems such as cleft palate, cerebral palsy, hearing loss, and voice problems. Some number of young children will evidence symptoms leading to stuttering problems. The teacher will need to understand the implications and seek help.

Learning to Pronounce Words

Children literally "pick up" the pronunciation of words from the people with whom they associate. As in all areas of speech development, there are marked individual differences in pronunciation. The ability to pronounce words as they are heard depends on clear auditory perception and the amount of guidance the child receives in mastering the task of combining sounds into meaningful words. Children may know the meanings of many words they cannot pronounce in a comprehensible manner. Or, they may repeat catchy phrases without understanding the meaning of the words.

Assessing Speech Sounds

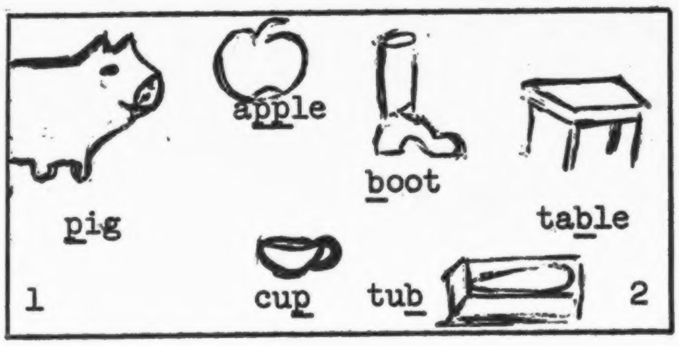
Kindergarten children are not expected to produce all speech sounds. The lip sounds, *p*, *b*, and *m*, are relatively easy. The sounds of the letters, *l*, *r*, and *s*, may be difficult because of the fine muscle coordination required in the production of these sounds. The teacher has a responsibility for assessing the needs of the class and individuals and for providing opportunities for children to improve in articulation.

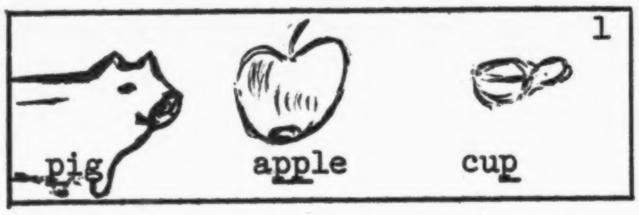
Children following a normal rate of growth usually master sounds as follows:

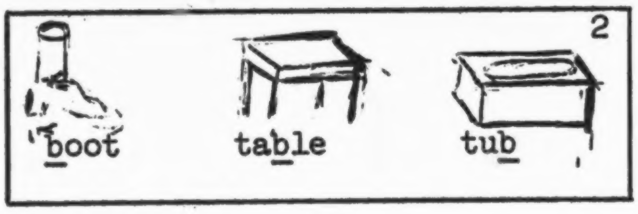
3 years	p, b, m, w, h
3½ to 4½ years	t, d, n, k, g, ng, y
5½ years	f, v
6½ years	l, r, sh, z, ch, j, th
8 years	blends such as bl, br, sw, st, fl, cl, sk, and s, z, r.

Using a Speech Sound Inventory

Teacher may devise a picture test to use with kindergarten children. Eventually, pictures selected should test the consonants in the initial, medial, and final position, and some vowels. Pictures may be pasted in a scrapbook, one sound on each page, or cards may be made placing each sound on a different card. Samples are given below.







In assessing speech sounds, the teacher will want to emphasize the speech sound at the end of words. Initial consonants are less often omitted by young children than final consonants.

An inventory of errors may be kept to record words in which the child needs help. Some typical words might be: "las_" for "last", "firs_" for "first", "ax or aks" for "ask", "pitcher" for "picture", "char" for "chair", "pen" for "pin".

After errors have been identified, the teacher may prepare one or more of the following activities for help.

Cut out a picture to be used as a key word in recalling the letter sound.

Cut out felt, heavy paper, or sandpaper letters and ask child to identify them by name and sound.

Trace a copy of the letter with a large crayon.

Create amusing tongue-twisters using the speech sounds.

The following list may aid the teacher in selecting appropriate picture words for inventorying speech sounds of many children.

Consonants

Sound	Initial	Medial	Final
1 p	pig	apple	cup
2 b	boot	table	tub
3 m	mittens	lemon	drum
4 wh	whistle	pinwheel	Never Used
5 w	window	wigwam	Not Used As Consonant
6 f	fish	telephone	leaf
7 v	valentine	seven	stove
8 th	thimble	toothbrush	teeth
9 th	Test in conversation this, that, them	feather	Test in conversation smooth
10 t	towel	letter	coat
11 d	doll	ladder	bed
12 n	nickel	candy	pin
13 l	lamp	umbrella	bell
14 r	ring	carrots	Not Considered A Consonant
15 s	sun	basket	bus
16 z	zipper	scissors	Santa Claus
17 sh	shoe	parachute	fish
18 zh	Not used	measure	garage
19 ch	chair	kitchen	witch
20 j	jeep	engine	bridge
21 y	yarn	yo-yo	Not Used As Consonant
22 k	key	bucket	book
23 g	gum	wagon	flag
24 ng	Not Used	hanger	swing
25 h	hat	birdhouse	Not Used As Consonant

Vowels

26	tree	36	gun
27	chicken	37	bird
28	dress	38	airplane
29	candle	39	ice cream cone
30	basket	40	coat
31	father	41	boy
32	ball	42	cow
33	clock	43	ear
34	book	44	chair
35	scooter	45	door

VISUAL-MOTOR PERCEPTION

Visual perception involves important skills for the young child to acquire. The sense of sight is used in nearly everything the child does; for example, when he dresses himself, eats his breakfast, comes to school, walks through the room, or waits for signs. Visual perceptual experiences assist the child as he moves through his environment. He learns to identify and name objects; to observe that objects of a certain structure are called tables, those of another pattern are beds; that details make an object what it is. He begins to recognize objects as he views them from all directions or positions in space and sees them as they appear against various backgrounds. He observes things that are alike and different, and makes comparisons in size. He learns to match and sort things of different sizes and shapes. All of these learnings are necessary in order for the child to comprehend his world and are basic to reading readiness. Research indicates that many visual perceptual abilities related to space, form, size, visual-motor coordination, and figure-ground perception, contribute to the child's readiness for learning.

Perceiving Self

Much of what the young child is able to perceive spatially depends on the knowledge he has of his body and the way it functions. Because a child first learns to see things in space in relation to himself, directions are best interpreted when bodily movement is involved.

The child develops visual-motor coordination as he performs actions using his body. The ability to control actions depends upon eye-motor coordination. Activities such as the following may be used to develop bodily awareness and control.

Awareness of the Body

Through games, rhythms, finger plays, and rhymes, the child learns to gain body control. The teacher uses these activities to promote such control as need indicates.

Look at Me, What Do I See? - Have the child look at himself in a full-length mirror and name what he sees. He should at least name his head, arms, and legs. Question him: Do you see anything else? What do you see on your head? Do you see anything on your arms? Legs? Where are your arms?

Make individual photographs of children. Have them tell you what they see. Then ask: Do you see your head? Hair? Eyes? Nose? Mouth? Neck? Body? Arms? Elbows? Hands? Fingers? Legs? Knees? Feet?

Touch - Touch you head, touch your shoulders,
Touch your knees, touch your toes,
Touch your head, touch your shoulders,
Touch your knees, touch your toes,
Touch your head, touch your toes.

Touch your knees, touch your nose,
Touch your knees, touch your toes,
Touch your toes, touch your nose,
Touch your knees, touch your elbows.

Head, shoulders, knees, and toes,
Head, shoulders, knees, and toes,
Head, shoulders, knees, and toes,
Stretch your arms up high.

Head, shoulders, knees, and nose,
Head, shoulders, knees, and nose,
Head, shoulders, knees, and nose,
Put your arms down by your sides.

Teacher and children may suggest additional actions involving the naming of body parts and the following directions, such as, high, low, up, down, beside, in front of, behind.

Look What I Can Do! - Ask children to name and act out some of the things they can do with their bodies. They will probably walk, jump, hop, or skip. Have one child demonstrate his action while the others imitate.

My Shadow - Using a filmstrip projector and large screen, project children's shadows. Have them identify body parts and perform body action rhymes. They will be interested in noting the changes in size as they move in relation to the light.

Wink - Make one eye go wink, wink, wink;
Make two eyes go blink, blink, blink.
Make two fingers stand just so;
Then ten fingers in a row.
Front and back your head will rock;
Then your fists will knock, knock, knock.
Stretch and make a yawn so wide;
Drop your arms down to your sides.

Your Nose, Your Chin -
Touch your nose, touch your chin;
That's the way this game begins.
Touch your eyes, touch your knees;
Now pretend you're going to sneeze. (finger under nose)

Touch your hair, touch one ear;
Touch your two red lips right here.
Touch your elbows, where they bend;
That's the way this touch game ends.

Body Puzzle - Make a cardboard oval on a large sheet of construction paper or bristol board. Construct pieces representing body parts and facial features. Have the children place the pieces in the correct position on the oval. Have them name the pieces as they place them.

Face Puzzle - Cover cardboard oval with flannel. Cut various facial features (different sizes, mouth denoting expression of feelings) from pieces of felt or construction paper. Have the children place the features in correct position. Questions: Name the parts you put on this head. Where should you put the eyes? Why? Where should you put the mouth? Why? Where should you put the nose? Why? How does this person feel? How can you tell? (Note whether or not the child chooses features in proportion to each other.)

Using the Body - Gross Motor Activities

Children must gain control of large muscles before they can be expected to coordinate the finer muscles necessary for reading and writing. The physical education program in the kindergarten provides effective training for children in body control. Through rhythms, children gain skills in using their legs. Through games in which balls and beanbags are used, children develop visual-motor skills involving hands and arms. Floor stunts and the use of large equipment help children develop strength, flexibility, and agility in the use of the large muscles of the trunk. The teacher realizes the values of physical education in developing visual-motor perception skills and concepts of position and direction. She needs a knowledge of activities such as the ones described below. These activities can be used throughout the day as opportunity arises as well as in planned periods of exercise.

Fundamental Movements or Rhythms are the natural movements that children use in going from one place to another and in changing their body positions. Children enjoy performing these movements rhythmically with some type of accompaniment. Chanting enables children to set their own pace for movements.

Walking - Direct children to walk forward, backward, sideways. Walk at different paces and with arms in different positions.

Walking Chants - Walk, walk, hear our feet,
Walk, walk, down the street.
Not too fast and not too slow,
Walk, walk, here we go!

Tiptoe, tiptoe, here and there,
Tiptoe, tiptoe, everywhere.
Tiptoe, tiptoe, round and round,
Tiptoe, tiptoe, not a sound.

Skipping - Have children skip with arms swinging at their sides. Skip crossing arms in front of their bodies. Skip with hands behind their backs. Skip with hands on heads. One group may chant while another group skips.

Skipping Chant - Skipping is fun, skipping is fun.
Skipping is fun for everyone.
The longer you skip, the better you skip.
So skippity - skippity - skippity - skip.

Galloping - Have children gallop slowly and quickly.

Galloping Chant - Galloping, galloping far and wide,
Like the cowboys, we can ride.
Galloping, galloping fast and free,
Come, go galloping off with me.

Hopping - Have children hop on one foot with eyes open. Hop on one foot with eyes closed. Hop on the other foot with eyes open. Alternately hop on one foot and then the other, with eyes open and closed.

Hopping Chant - I can hop on one foot, one foot, one foot.
I can hop on one foot, see me hop.
Hop on the other foot, other foot, other foot.
Hop on the other foot, now I stop.

Jumping - Having children perform standing high jumps, extending arms forward as they go up. See how far children can jump forward. Stress use of arms.

Jack-In-The-Box - Squat down. Tuck head between knees and wrap arms around legs. On a signal, jump up. Slowly sink to squat position again. The following rhyme may be used. Children should jump up when they hear the word "pops".

This is Jack
In a box.
Open the lid,
Out Jack pops!

Jumping Chant - Jump! Jump!
Jump up and down!
Jump! Jump!
All over town!

Jump! Jump!
Jump up high!
Jump! Jump!
To the sky!

Jump! Jump!
Jump to the side!
Jump! Jump!
Make it wide!

Combining Actions - Opportunities should be provided for participating in acitivites which require moving at varying speeds with varying means of locomotion.

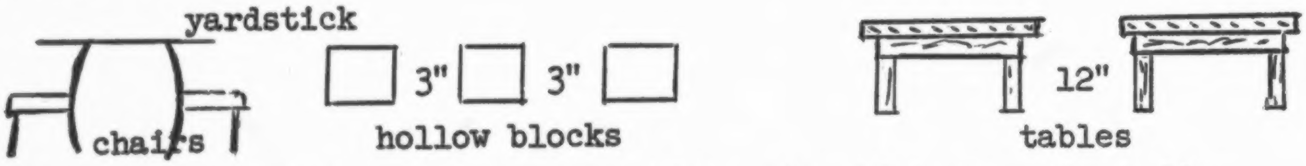
Games of low organization provide children pleasure and opportunities to develop visual-motor skills in using their bodies.

Ducky, Ducky - The duck walk may be used in the game, Ducky, Ducky: One child is chosen to be the "Duck." He assumes the duck walk position in the center of the circle of other children who are seated on the floor. The Duck "waddles" across the floor to another child in the circle and asks, "Ducky, Ducky, how's your friend?" The child answers, "I don't know, but I'll waddle over and see." Whereupon, he exchanges places with the Duck, Becomes the new Duck, and waddles off to ask another child the same question.

Move As I Say - Children should be instructed to listen and do as they are told. Walk slowly to the piano, hop to the red table, jump around the red table quickly, skip to the playhouse, walk to the blue table, crawl under the blue table, walk to the door, run to me, sit down.

Footprints - Footprints may be made from construction paper. Ten of these may be yellow in the shape of the right foot and ten green (or any two colors easily seen) in the shape of the left foot. The shapes are placed around the room in such a manner that the children are required to take steps of different lengths, in different directions; sometimes the right foot will lead and sometimes the left. Ask the children to walk the stepping stones matching their feet with the patterns on the floor. Help children get started on the proper foot. Say, "Now put your other foot on the next footprint. Now follow all of the prints, putting the right foot on the yellow step and the other foot on the green step. You must always step on the very next print. Don't skip any and don't back up. Try not to step on the floor, only on the prints." If children do not understand, demonstrate for the first few steps.

Obstacle Course - Establish an obstacle course using regular classroom equipment, such as a yardstick across the back of two chairs, several large hollow blocks and two tables placed close together as shown in the following diagram.



Have the children duck under the yardstick, step high over the hollow blocks, and squeeze their bodies sideways through the narrow gap between the ends of the tables. Encourage the children to perform these stunts without touching the equipment used in the obstacle course.

Kitty and the Ball - Children are seated in a large circle with one child, the "Kitty," in the center. A small 3" ball is rolled back and forth across the circle. "Kitty" tries to catch it. The children try to keep him from catching the ball by rolling it quickly and changing its direction frequently. When the "Kitty" catches the ball, he may choose a new "Kitty."

Push Ball - Children are seated in a circle. They push a large ball rapidly back and forth across the circle, seeing how many times they can get it across before the ball rolls outside the circle.

Jump Ball - Mark a small circle 3' in diameter upon the floor and select a child to stand in the circle. The other children form a large circle around this child. They roll a large ball back and forth, endeavoring to touch the child in the small circle. This child escapes being touched by jumping over the ball. When he is touched, he chooses someone to take his place.

Toss the Beanbag - Children toss the beanbag to each other in free activity.

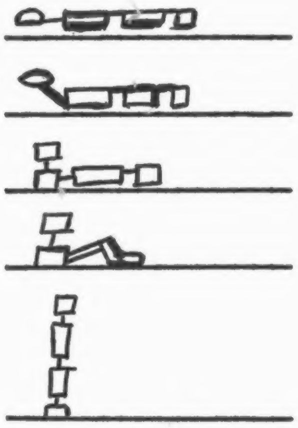
Beanbag Basket - A basket is placed about 5' from the toss line. Children take turns standing on the line and tossing beanbags into the basket.

Floor Stunts are excellent activities for developing good body mechanics. Learning to perform the stunts involves, among other things, the coordination of vision and muscles. Children enjoy the repetition needed in mastering these stunts and each time they perform the stunt, they seem to gain confidence to try it again.

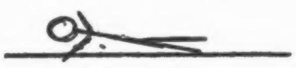
Jumping Jacks - Have children stand with their hands at their sides. On signal, they jump to spread their feet apart while raising their arms in an arc to clap their hands above their heads and return to the original position on a second count.

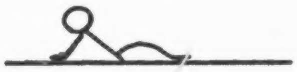
The Elevator - Bend knees to a squat position on floor. Return to a stand, slowly straightening knees and rising finally on tiptoes. Return to a squat position again. Vary the stunt by placing hands on hips during raising and lowering of body.

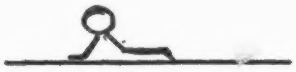
Krazy Ike Man Stand - Children lie on floor with feet and legs together and hands at side. First, they lift their heads from the floor, then their shoulders and back until they are in a sitting position. Next, they draw their knees up to their chests and, pushing on hands and feet, rise to a stand. Each movement is performed in the precise manner of a toy man composed of a string of blocks.



Push Up to Knees - Children lie on their stomachs on the floor. Then they place their hands directly under their shoulders and push up the trunks of their bodies, slowly bending their hips until they reach a kneeling position on the floor.

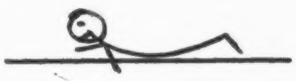




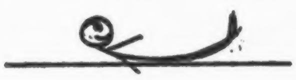


Push to Stand - Children lie on their stomachs and rise to a stand by putting their hands on floor, drawing up knees and pushing to an erect position. As children gain skill in this stunt, encourage them to put their hands on the floor quickly and jump to their feet.

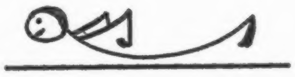
New Moon - Children lie on their stomachs with their hands clasped behind their heads. Slowly they lift both legs upward so that they form a crescent-shaped line with their backs. They hold this position for a moment and then relax. The stunt is then repeated.



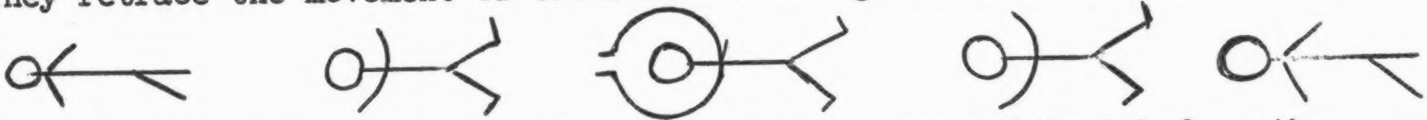
Variation - Perform this stunt from the position of lying on the back.



Waning Moon - Children lie on their stomachs with hands clasped in the small of the back. They raise their heads and shoulders forming a crescent-shaped line with their backs. They hold this position for a moment and then relax. The exercise is then repeated.



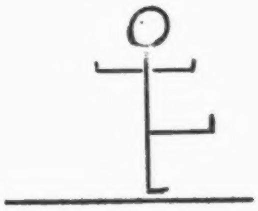
Angels in the Snow - Children lie on backs with hands at sides and extended legs together. Then they move their extended legs apart and sideward as they move their arms outward and upward until their hands touch above their heads They retrace the movement of their arms and legs to their starting position.



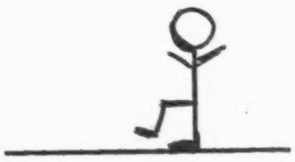
Airplane - Children lie on their stomachs with arms outstretched as the wings on an airplane. Keeping hands and toes on the floor, slowly they push on them, raising their chests and legs from the floor. They hold this position momentarily and then lower their bodies again to the floor.

Balls - Children lie on their backs. Slowly, they bend knees, raise trunks and curl up into a ball with their arms encircling their knees. They roll around with a circular movement in this position and then return to their starting position on the floor.

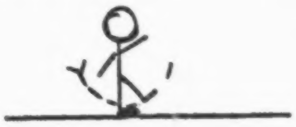
Cranes - Children raise arms sideward and outward to shoulder level and balancing weight on one foot, slowly raise the other leg forward off floor, keeping the knee straight. They return to standing position and repeat the stunt raising the other leg.



Tightrope Walker - Place a piece of masking tape in a straight line on the floor or chalk a line upon the surface of the play area. The children walk the line as tightrope walkers do, placing the heel of the advancing foot at the toe of the following foot. They stretch their arms sideward to maintain their balance in walking the tightrope.



Swings - Children stand on one foot and swing the other leg backward and forward, keeping the knee straight and transcribing the semi-circular sweep of a big swing.



Using the Body - Fine Motor Activities

The following activities will help children develop control of small muscles. Control of small muscles is important in everyday activities and is a necessary part of readiness for reading and handwriting.

Everyday Activities - Visual-motor skills necessary in everyday life should be practiced by all children who have difficulty in performing these activities. These skills include those used in buttoning; opening and closing snaps, zippers, and hooks; lacing and tying shoes; tying ribbons and sashes; using simple tools; and carrying objects.

Kindergarten Activities - Activities such as cutting, pasting, coloring, modeling with clay, assembling puzzles, working with pegs, stringing beads, and manipulating commercial toys are excellent for developing control of small muscles and should be available for daily use. For suggested commercial toys approved for use in the kindergarten, consult the "Supplementary List of Kindergarten-Primary Materials and Supplies 1967".

Perceiving Color

Most children are able to discriminate and match colors before they can name them, but some will need many experiences in making the association between the color and its name. The following activities may be used in the development of color consciousness.

Colors in the Classroom

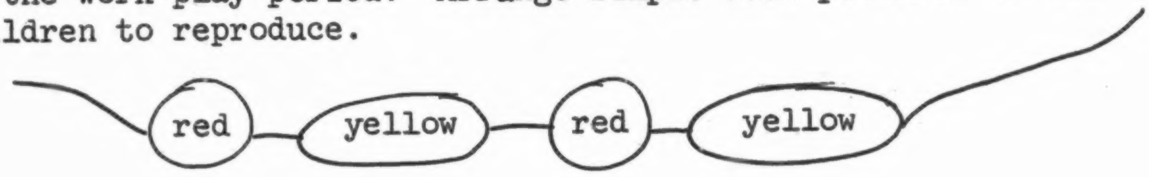
Color Corner - The teacher may cover a table or box with blue paper and place one or two blue objects upon it. Children are asked to look around the room for anything they can find that is blue. As objects are found they are placed on the table. All objects are called by name. Children should be encouraged to bring other objects of the same color from home. The procedure may be repeated with other colors.

When all colors have been displayed individually in the color corner, several sheets of varying colors may be placed on the table. Children place color objects in color groups; i.e., the blue objects in one group, the red objects in another. Ask the children to name as many objects as they can in each color group.

Color Bulletin Boards - Display all of the basic colors in an attractive bulletin board setting. Use these bulletin board color displays in a functional way. If a child wears a blue dress (the shade must be the same as the blue on the bulletin board) ask the children to find the color which is like her blue dress. Let the other children match the colors of their clothing with those on the bulletin board color chart. Later give them color strips to match with the bulletin board colors.

Color Books - During the work period, children who have difficulty in learning colors may make a small book with all colors of construction paper. These may be sent home so that parents or older children in the family can give them additional help.

Color Patterns - Teachers may devise color pattern activities for use at tables during the work-play period. Arrange simple bead patterns of two colors for children to reproduce.



Increase the number of colors as the children's ability to recognize and discriminate between different colors increases. Increase the complexity of the patterns in the same way. Block patterns may be made as directed for beads.

Color in Stories - Select stories that emphasize colors. Read or tell them to the children. Have color samples or color objects of the colors mentioned in the story. Let children find, match, and identify the colors as they help to retell the story.

Color Games

Fishing Game - Make large paper fish with different colors of construction paper. Use three or four staples on the mouth of each fish. Fishing poles may be made from dowel sticks. To the end of each fishing line fasten a small magnet. The teacher may tell the child what color fish she wishes him to catch or the child may tell the teacher what color he is going to catch. Encourage the child or children to name the color of the fish which is actually caught. After children have had a chance to fish, ask them to tell how many fish of each color have been caught. This activity develops an awareness of number as well as color recognition.

I Spy - Children close eyes. One child whispers to the teacher the name and the color of the object he chose. At the signal, "Ready," children open eyes. The child then says, "I spy something and its color is _____." He then calls on children to guess the object he has selected.

Color Change - Children are seated on chairs in a circle with colored squares. At the signal, "Blue's Stand," those children holding blue squares change places. After all the colors have been called, children may change colors. To vary the game, one child may sit in the center of the circle and call the color. The first child reaching the chair in the middle with the color calls the next color.

Who is It? - Children are seated in a circle on chairs. One child stands in the middle and the following is said by the child and the group.

Child:	"I spy."
Group:	"Whom do you spy?"
Child:	"A little girl."
Group:	"What is her name?"
Child:	"She has no name."
Group:	"What is her color?"
Child:	"She has a pink dress, pink socks, black shoes, and a white bow in her hair.

The child described then stands in the middle of the circle and the game continues.

Perceiving the World About

Essential to the development of the young child's visual powers are the ability to see and an awareness of things around him. As children are guided in observing and seeing details, they need to have objects within their view, and the visual acuity to see the objects. Children must also be involved in in an experience long enough and deeply enough to react intelligently to it. The following activities may be used to help children develop skills in observing the world around them.

The Kindergarten Room

The physical aspects of the kindergarten room demand that the child make many observations. He must see the placement of furniture, centers of interest, and other details necessary to his functioning in the room. The teacher can extend learnings as she requires that the room be kept in order and instructs children in various activities. Through her use of language and body movements, the children become aware of many things. They learn that the room has a front, back, one side, another side; the lights are up, and the floor is down. They can see that the piano is on one side of the room, the playhouse on another, and the space in the middle of the room is for blockbuilding.

Supplies and Equipment - The proper storage of supplies and equipment demands visual discrimination and the use of words denoting position, size, and shape. Crayons, paste, scissors, and paste brushes stay on a tray on the table. Storage shelves have a top shelf, a middle shelf, and a bottom shelf. For example, the puzzles stay on the top shelf, the beads belong on the middle shelf, and the pegs and pegboards are stored on the bottom shelf. Paper is inside the first cupboard; games, inside the second cupboard.

The small books will stand up on any shelf of the bookcase. The middle-sized books will stand up on any shelf. The large books will not stand up on the bottom or middle shelf. If large books are stored on the bottom or middle shelf, they must be laid down.

The blocks are stored according to size and shape. The big blocks go together. The middle-sized blocks are next to the big ones. All square blocks are put on top of each other. To determine where the blocks go, sizes and shapes must be matched; they must be alike. It is not enough for a child to put the big blocks together because the teachers says so. He must understand that there are like blocks and different blocks, in terms of size and shape and function.

Activities - Help children understand the reason why they sit down for some activities, for others they stand up. Sometimes they sit in lines or rows; sometimes, in a circle. In a fire drill, they get in line one behind the other. To go for a walk, they line up two-by-two.

In some games children form a line; in others, they form a circle. If all of the children are playing, the line is long. If a few of the children are playing, the line is short. The circle may be big or little, depending on the number of children playing the game. Games tell them to move up, down, in, out, to one side, to the other side.

Those concepts mentioned here and many others can be developed in an informal manner. The extent of children's learning through any activity depends on the teacher. She must be alert to possibilities for showing relationships. The teacher is a questioner before a teller. Children will understand concepts if they are questioned and reach conclusions for themselves.

Likenesses and Differences

Children learn to recognize objects by noting differences and likenesses in shapes and sizes. Accurate perception of size and shape enables the child to identify objects in his environment, to recognize common geometric shapes and to distinguish word and letter forms.

Working with familiar shapes of varying sizes develops skill in observing and classifying. The following activities may be used to help children learn to identify familiar shapes and recognize them in various positions, in different sizes, and in many situations. He notes that objects may change shape and size as he watches clouds and the moon, opens an umbrella, or makes shadow pictures.

The child's first perception of size is made in relation to himself. In terms of himself, he recognizes some things as large and other things as small. He learns that many things come in different sizes and that sizes are helpful. He can see that the clothing his father wears is too large for him and that his clothing is too small for his father. Through observation, he begins to understand that some things change size. A dog grows larger and a snowman becomes smaller as the sun shines on him. Since size is a relative thing, the child must learn to make comparisons. He needs experiences in observing, comparing, and contrasting size.

Identifying Familiar Shapes - Show outline pictures of familiar shapes. Ask children to name the object whose shape they see. Skill in classifying may be developed if outline pictures represent a certain class of objects. For example, toys, tools, animals.

Sorting Familiar Shapes - Place various animal shapes, five or six identical dogs, cats, birds, rabbits, in a box. Have a child take one animal from the box and name the animal. Ask him to find other ones that are the same and put them together. If shapes used do not clearly indicate a front and back, check to see if the child has all of the shapes placed in the same direction. This activity may be done using many familiar shapes. Examples: houses, trees, and people; cars, trucks, and buses; bicycles, tricycles, wagons, and scooters.

Noting Differences - Place identical felt animal cut-outs in a row (left-to-right), placing one animal in a different position. Ask the children to raise a hand when they have found the one in a different position. Choose one child to point to the animal that is different and ask him to tell why. Vary this activity by using other familiar shapes or objects.

Finding the Same Shape - Show the children a geometric shape and ask them to find or point out all similar shapes in the room. If a circle is shown, they might point out or find wheels on toys, a clock face, a telephone dial, dishes from the playhouse, tops of paste jars, etc. Question the child as he finds or points out shapes: How do you know that this is a circular shape? Can you take your finger and show me the circle you have found?

When a rectangle or square is shown, children may have difficulty identifying and explaing the shapes. Many times an object that is rectangular will appear to be square. When such difficulties arise, children may be encouraged to measure, with teacher assistance, to find out if the object in question has four sides that are the same or if two sides are longer than the other two.

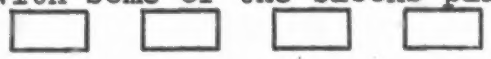
The procedure used in finding shapes in the room will help in identifying shapes in pictures. Care must be taken in the selection of pictures used for this purpose. The shape the child is expected to find must stand out until skill is developed. When pictures are first used, it may be necessary to outline a particular shape with a magic marker. If identical pictures are available, after the child has recognized the shape with the aid of a dark outline, he may then be asked to identify the shape in the second picture without the aid of the outline.

Use cardboard circles, squares, triangles, and rectangles of various sizes. Place all of the shapes in a box. Have one child pick out a shape. Then, have another child try to find a similar shape. Ask: "How are these shapes alike?" "How are they different?" Repeat until all of the shapes have been discussed and all children have had a turn.

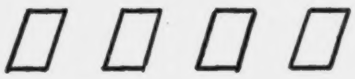
Place several triangles, rectangles, and squares on the flannel board. Point to one shape and ask a child to put all of the figures like that one in a row. Repeat for all three kinds of figures.

Sorting According to Shape - Give the children a box containing round and square buttons. Have them sort the buttons into two groups, according to shape.

Beads may be used in sorting activities. Ask children to sort the beads according to shape. Once the beads are sorted according to shape, ask children to sort each shape according to color.

Matching Shapes - Place several identical blocks on the table in random order. Make a pattern with some of the blocks placing them in a specific position. For example: 

Ask a child to arrange his blocks to match the pattern. Scatter the blocks, then make another pattern for the child to match.



This procedure may be repeated using triangles and rectangles. Cardboard and flannel shapes may be used after the child has experience in matching blocks.

Matching Pictures and Shapes - Place a pile of blocks of various shapes in front of the children. Show them pictures or drawings of the same shapes and have them pick out the block that matches the picture. This procedure may be reversed, giving the children pictures and showing them the blocks.

When skill is gained in matching pictures and single blocks, make simple structures and objects from blocks and have the children find matching pictures. Bridges, beds, tables, and chairs can be represented in a simple way. Reverse the procedure and have children build the structure to match the picture.

Large - Middle Size - Small - Tell the story, "The Three Bears." Discuss the size of the bears and plan to dramatize the story. The first time the story is acted out emphasize large, middle size, and small by choosing children of three different sizes to portray the bears. The story of "The Three Bears," a favorite of all children, is often dramatized many times throughout the year. Usually before the year is over, props are requested. In planning for the use of props, attention may be called to the size of items needed.

Place three jars of different sizes, with covers that will fit on each, on a table. Ask a child to put the covers on the appropriate jars. Questions: Which is the largest jar? Which is the smallest jar? Which jar is the middle size? How did you find out which top would fit each jar?

Show three paper dolls of increasing sizes and clothes to fit each doll. Ask a child to put the clothes on the appropriate doll. Questions: How did you know which dress to put on each doll? Can you tell me about the size of these dolls?

Show three simple pictures of dogs of increasing size. Show three appropriate houses of sizes proportionate to the animals. Have the children indicate which animal is likely to use each house. Question: Why did you put the smallest dog with the little house? What would happen to the other dogs if you put the smallest dog in the biggest house? How can you tell if the dog will fit in the house?

Longest - Shortest - Have children jump over one block, then two blocks side-by-side, and then three blocks in a row. Questions: Which was the longest jump? Which was the shortest jump? How could you tell the longest and shortest jump?

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Show children a ruler, a yardstick, and a measuring tape. Questions: Do you know what these things are? Why do we use these things? Which is the longest measuring instrument? Which is the shortest? If you wanted to find out how long the room is, which one of these things would you use? Why? If you wanted to find out how long the big block is, which would you use? Why? If you needed to know how long my pencil is, which would you use? Why?

Have children find the shortest and longest unit blocks. Questions: Can you find the longest block? Will you find the shortest block? How can you tell which block is the shortest?

Beyond the Classroom

The World Outside - Go for a walk around the school grounds. Ask children to tell what they can see close to them as they leave the building. Answers may include: the other children, the steps, part of the building, cracks in the sidewalk, a butterfly, a tree. Ask them to name what they see on the far side of the playground or across the street.

A variation to be used on walks is to ask the child to describe the object he sees and talk about it without naming it. He continues to talk about the object until it has been identified by other members of the class.

Other walks may be taken for the purpose of calling attention to things in their environment; the first crocus, the red house, a little bird building a nest in the tree. Children need this type of guidance and should not always be left to interpret only what happens to catch their attention.

Seasonal changes offer the opportunity to observe with a purpose and to note likenesses and differences. Select a nearby tree. Go to the tree at various times during the year. Question the children: What do you see? What colors can you see? Can you tell us about the size of the tree? Do you know anything about the shape of the tree? Has the tree changed since the last time we saw it? How? What is different? Are any things about the tree the same?

Units of work will determine the purpose of many walks and excursions that will call for detailed observation on the part of the children. These observations will help children to center their attention on a given interest.

Looking for Houses - A study of the home and family may stimulate a walk to discover kinds of houses in which people live and the materials used to make the houses. Children may be instructed to look for houses with one floor, two floors, or three floors; two-family houses and apartment buildings. Questions may include: How can you tell this house has one floor? What makes you think this is a two-family house? How do you know this is an apartment building?

Call attention to houses made of wood, brick, stucco, or shingles. Name the things that all houses have, such as, doors, windows, roofs, and sides. All observations should be questioned by the teacher. These questions should include: How do you know? Why do you think...? Is this like anything you have seen before? In what way?

Looking for Vehicles - A study of transportation may call for several observational walks. One such walk might be to see different kinds of vehicles on the street: cars, trucks, buses. Another walk might be taken to focus attention on a special vehicle, such as trucks. Children are instructed to look for different kinds of trucks: trailer trucks, dump trucks, tank trucks, panel trucks, and identify them by the goods they carry. For example, a tank truck is usually referred to as a "gasoline truck". The teacher should help children to identify this truck as a "tank truck" by pointing out the fact that trucks carry milk, molasses, orange juice, or other liquids.

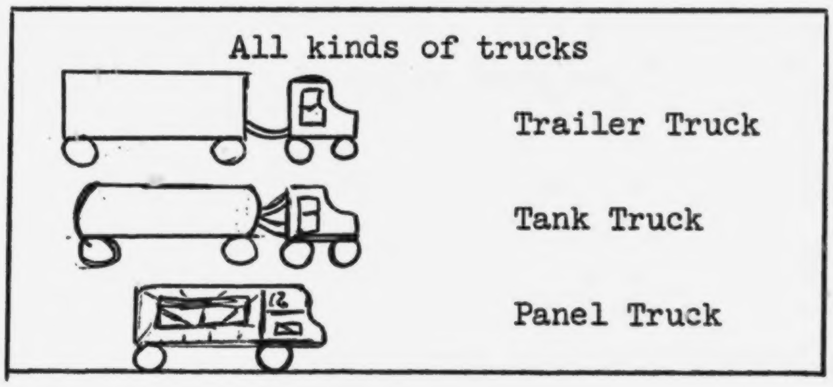
Activities to reinforce learnings about trucks might include: arranging for the milkman or garbage man to tell the children about his truck; arranging for a visit to the filling station when the tank truck is delivering gasoline. Survey the community for the possibility of seeing trucks at work on construction jobs.

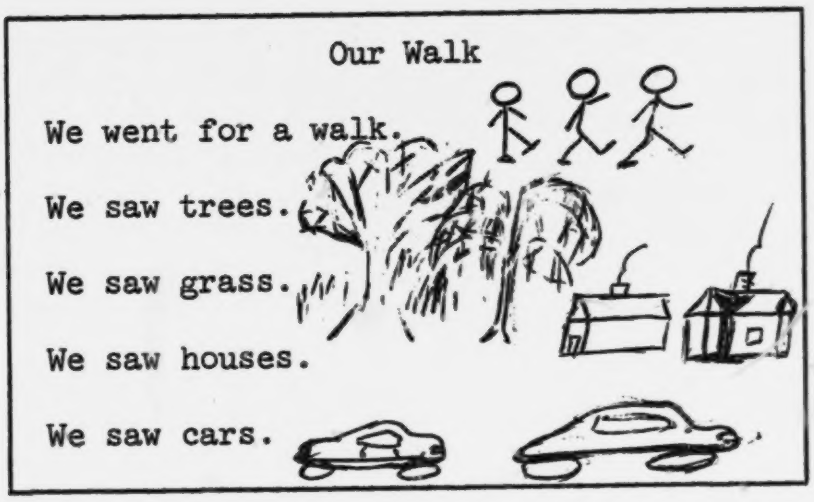
Through direct observation, children can note ways in which all trucks are alike (engine, lights, wheels, cab) and ways they are different (size, shape, color).

Extending Observations

If children are to receive maximum learning from knowledge gained from observational walks, the teacher must reinforce these learnings and supply additional information. Follow-up activities to reinforce observations may include the use of pictures, still and moving; models; and books.

Observations for any purpose may be recorded in picture form. Some experiences may be recorded using both words and pictures. Children may make scrapbooks of "Houses We Have Seen," charts may be constructed, or stories such as the following ones may be written.





Our Walk

We went for a walk.

We saw trees.

We saw grass.

We saw houses.

We saw cars.

Pictures of things seen may be displayed. Questions should be asked: Why do you suppose I have these pictures out today? Where did you see a house like this? How is this house like the one you saw?

Houses from other areas may be introduced; including, for example, pictures of thatch houses, igloos, and so on. Questions may be used, such as: Why haven't you seen houses like this? Where do you think this house might be? Could you live in a house like this in Cincinnati? Why not?, to stimulate discussion and extend children's observations.

Collections of building materials may be made by teacher and children. This collection could include bricks, shingles, stones, wood, and pieces of stucco.

One of the best ways to determine the value of observation is to note the way experiences are interpreted through play. Children use their knowledge of the world around them as they play. Walks and varied materials may stimulate children to construct, dramatize, and center their play activities around what they have observed.

Perceiving Spatial Relationships

Having learned to perceive objects in space in relation to himself, the child then learns to perceive objects in space with reference to a second object, and finally by a system of fixed directions. The following material identifies some spatial relationships other than those of size and shape, and presents activities to develop skill in perceiving these relationships.

Near - Far

Have children name objects in the room that are near the door. Then ask them to name objects that are far from the door.

Place several objects on a table. Stand a tall block at the center of the table. Ask the children to point out which is farthest away from the block. Questions: Why do you think this object is farthest away? How can you be sure? Children should be allowed to use a string or stick to measure the distance. Ask which object is nearest the block.

Stand in front of the room and have a child stand at the back of the room, another in the middle, and a third at the front of the room. Questions: Who is closest to me? Who is farthest away? Who is a middle distance away?

When playing games such as Red Light, Giant Steps, and Pin the Tail on the Donkey, ask the children to tell which individual is nearest the goal and which one is farthest away.

Above - Below

Have children say "above" or "below" for the objects you name: floor, ceiling, sky, ground, clouds, grass, lights, stars, etc. Reverse the procedure by saying the word "above" or "below" and have the children name something in the stated position.

Have children manipulate objects. Question: Can you change an object so that it can be above you and then below you?

Display pictures that show items above and below a specific object. For example, ask children to name all the things they see above or below a tree.

In Front Of - Behind

Ask children to name all of the things they can see without turning their heads. Question: Can you see in back of you without turning your head? What did you see that the person in front of you did not see?

Have a group of children stand in a line. Ask a child to give the name of someone standing in front of Joe and someone standing behind him.

Show a picture of a child with things in front of and behind him. Questions: What things can you see in front of the little boy? What things can you see behind the little boy?

Inside - Outside

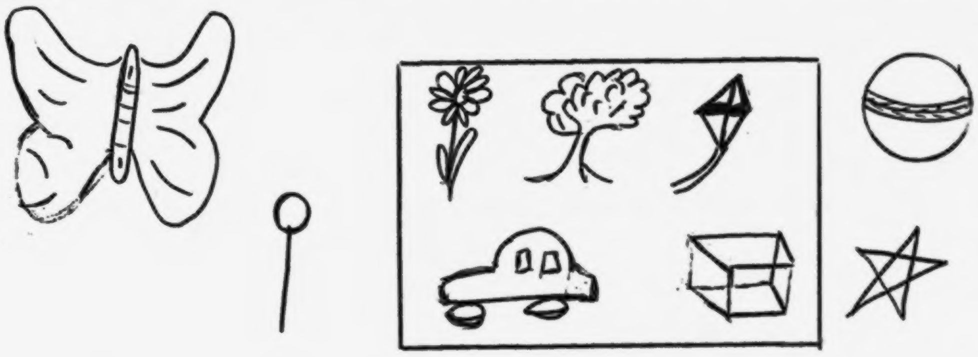
Have children point up, down, and outside the room. (Children may point in several directions when asked to point outside the room, though most will probably point to the door. They may be asked if "outside" is also on the other side of the window.) Ask a child to demonstrate "going outside." Ask another child to tell everything the first child did to go outside (stood, turned, walked to door).

Ask children to name objects that are inside the building and outside the building. Have them name objects inside the closet or outside the closet.

Place several objects on the floor such as unit blocks, upright figures, or small cars. Have several children pitch rings from a ring toss set so that the rings will circle the objects. Questions: Is the ring completely around the object? Is the object inside the ring? Where is the object?

Draw a circle on the floor. Children try to toss a beanbag inside the circle. Ask them to tell whether the beanbag went inside or outside the circle.

Show a chart of familiar objects inside and outside a box.

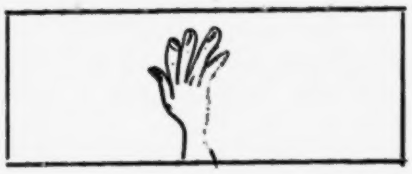


Then ask the children to name all of the things inside the box on the chart; outside of the box. Question them how they can know from looking at a picture that things can be inside or outside.

Left - Right

Show a pair of gloves. Hold up one glove and ask the children to tell you on which hand the glove fits. A chart may be made using gloves of two different colors. For example, a red glove may represent the right hand and a blue glove, the left. Children may use the color clues in determining right and left.

Make four picture outlines of hands. Show each hand with the palm up and down, as shown in the example:



Use one picture at a time. Say, "I have a picture of a hand just like yours. Who knows if this is the left hand or the right hand?" Have a child place his hand near the picture so that it looks like the hand in the picture. Check to see that the child places his hand with the palm up or down to match the hand in the picture. Similar activities may be devised using outlines of shoes to help children distinguish the right and left foot.

Play games in which children respond to the terms "right" and "left". For example, "Looby Lou" and the "Hokey Pokey". Discuss right and left as children form lines.

A pocket chart has numerous possibilities for developing concepts of left and right. Children learn the left to right direction as they or the teacher insert objects into the pockets of the chart. Suggestions for such items include small lotto cards, name cards, colors, numbers, shapes, plastic spoons, and figures for finger plays. The pocket chart may also help to teach the meaning of top row, bottom row, first row, second row, and so on.

Discriminating Letter and Word Forms

Children who have accurate perception of familiar and geometric shapes may be ready to distinguish letters of the alphabet and words. Kindergarten children are constantly being exposed to letters of the alphabet and are interested in recognizing and identifying individual letters and some words. Skills involved in discriminating letter and word forms include perception of shape, size, direction, and figure-ground relationships.

Materials to develop awareness of letter and word forms may include the following: alphabet blocks, ABC books, flannel cut-outs, plastic letter forms for use on magnetic boards, Alphasets, signs, labels, experience charts, books, and various teacher-made letter and word cards. The teacher has responsibility for determining the children who are ready for instruction, providing a time for small group and individual instruction, and choosing appropriate materials. The following techniques may be used with children who are interested in and will profit from instruction in discriminiating among both capital and small letter forms, learning the names of these forms, and perceiving some word forms.

Letters in Names

Many kindergarten children are greatly interested in the letters in their own names. Every effort should be made to capitalize upon this interest. The following activities may be used to help children recognize their names and become aware of sequence of letters.

Name Tags - Give all children name tags. Explain that it is their name only, it belongs to no one else. Encourage children to tell their names to others. Children will begin to read names of others as well as their own.

Have children select their own name tags as they arrive each day. Give the child responsibility for his own learning and behavior by expecting him to put his name tag on independently.

Place name tags on chairs. Have children find their chairs.

Give the child a name card and individual letter cards. Ask him to match the letter cards with the letters in his name. Suggest that the child recognize first name first and then last name.

James Smith   a   e   s   m   J   t   m   h   i   S

As the child works, name the letters for him. Be sure to use words "capital" and "small" as you name the letters.

When a child has had practice matching the letter cards with his name card, ask him to turn his name card over and assemble his name from memory. Show him how to check his work by comparing the letters he has assembled with his name card. Have the child name the letters in his name. Mix letter cards to be sure he recognizes letter forms.

a m e s J   J a m e s

When writing names on handwork, notes, etc., begin writing in the upper left-hand corner. Time permitting, say, "Capital J, small a, small m, small e, small s, says James."

Have children dictate news items. Write the news on the chalkboard. Include names in the news. For example:

Today is Monday, March __, 1968
Today is a sunny day.
Mary has new black shoes.
New shoes are fun.
New shoes make Mary feel happy.

Encourage children to use both first and last names when needed. In classes where several children have the same first name, the necessity for knowing last names is evident. Some children need help in understanding "last name" or "family name."

Have children dictate stories about things they do or make. Write their names on the stories and establish a sense of pride in seeing their names on the stories.

Other words may be used for activities similar to the ones described above. They may include: color words; family members, mother, father; number names; or other words related to the children's interests.

Names in the Classroom - Be alert to all possibilities for displaying names in the classroom. Construct helpers chart using words and pictures to denote jobs to be done; insert children's name cards to show who does the job. When assigning jobs hold up a name card and have the child identify his name before placing the card in the chart. Have the child "read" the picture and describe his job.

Label coat hooks for each child. Use different color name cards for morning and afternoon classes. Place a picture of an object on each name tag until children can recognize their names.

Construct a chart showing pictures and names of children in the class. List children whose first or last names begin with the same letter together so that children can see that the written letters are the same.

Learning Letter Forms

For children who are interested in learning letter forms, the following procedures and activities may be used. The teacher must carefully determine children who will profit from this instruction. Children who experience a great deal of difficulty or show a lack of interest should be given activities suitable for their developmental and interest level.

Letter Knowledge Inventory - In classes where children come to school knowing many letters of the alphabet, the teacher may wish to devise a method of checking this knowledge before she proceeds to teach letter forms. One method might be to construct a chart showing the fifty-two letter forms, capital and small, in rows. Do not arrange the letters in alphabetical order. Capital and small letters should not be side by side. Letters that are most often confused should not be next to each other. Such letters include capitals C, G, Q, W, M, N, and small q, p, b, d. Beginning at the left top row, point to each letter and ask the child to name the letter and tell if the letter is small or capital. The teacher should record known letter forms by checking a duplicated chart for each child. If a child makes several consecutive errors, ask him if he can find any letters that he knows.

The inventory should be given to individual children. This might be done when children are engaged in quiet work activities, during a short rest period, or at any other convenient time. Careful analysis of the letter knowledge inventory may indicate that some children will not need help in recognizing letters or groups of letter forms.

Introducing Letter Forms - Select four to six letters. For example, F, M, D, T, and U. Make several letter cards for each form. Have available a pocket chart or a letter hook board (following page). Give one of the letter cards to each child in the group. Keep one card of each letter for yourself. Hold up one card; place it in the top left corner of the chart or board. Say: "This is capital F. If you have capital F, come and place it under mine." Ask the child to name the letter. Encourage the use of the words "capital" and "small" as opposed to "big" and "little." Place another letter in the chart, name the letter, and ask a child to place his letter under yours. Ask someone to name the two letters on the chart. Continue until all letters have been presented. Be sure to have children name all letters each time a new one is added. Repeat the procedure using the same letters in different order.

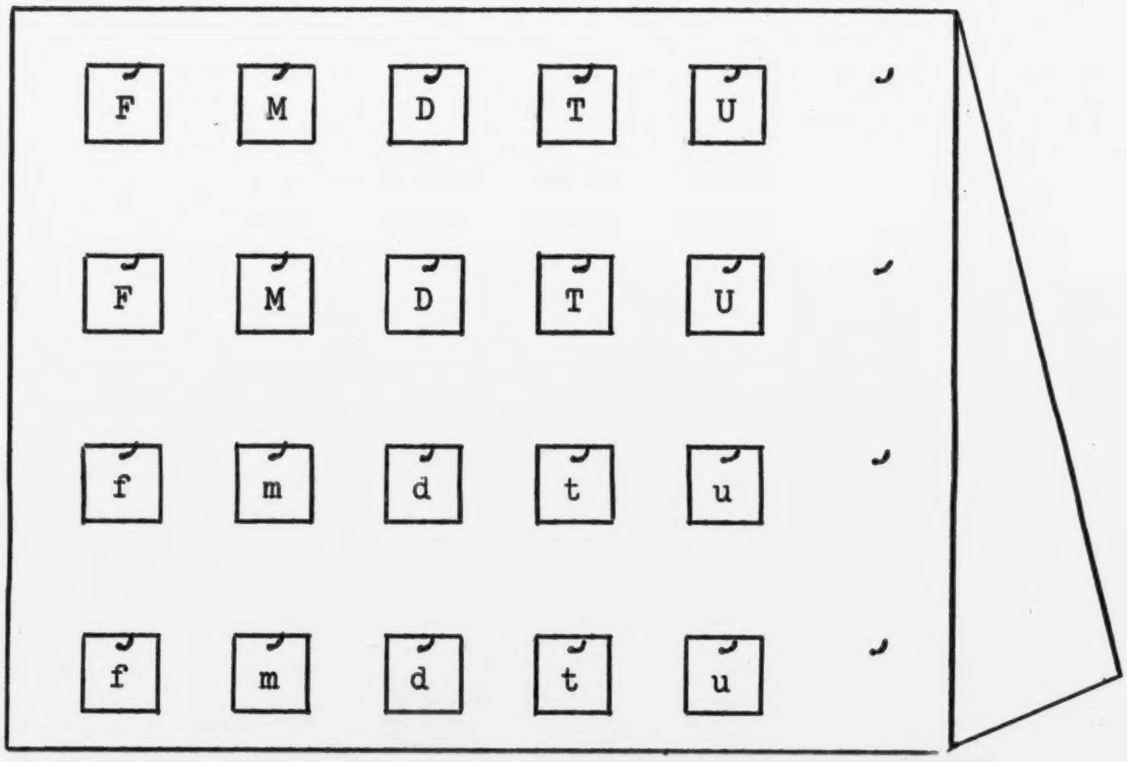
In another session distribute the same group of letters that were used above. Do not show children the letter you want. Ask for a letter, "If you have capital U, come and place it at the top left corner of the chart." Name another letter. Ask someone to name both letters. Continue until all letters have been used.

Use one card for each letter. Place cards in a row on the chart. Ask a child to read the row of letters. Mix cards. Make another row and ask another child to read. Make as many different arrangements as possible.

Before using another group of capital letters, go through the above activities using f, m, d, t, u. Use the word "small" instead of capital.

When one group of letters, capital and small, has been mastered, use both forms in a lesson. Display the capitals F, M, D, T, and U. Hold up the small f; ask a child to name the letter and place it under the capital F. Question children: How are these letters different? (shape) How are they alike? (name) Hold up the small u; ask someone to name it and place it under the capital U. Question: Do you notice anything about the shape of the capital U and the small u? (almost the same) What about the size? Help children to understand that the names are the same, they look almost alike, the small u is smaller. Keep this in mind with other letters such as s, o, c, x, etc.

Continue with other letters. Have children name all forms, shuffle cards, rematch, and name several times.



Letter Hook Board - Teachers may wish to construct an easel type board to use when working with letter forms. The board may be made of wood, using cup hangers for hooks. Children may have difficulty manipulating hangers in the beginning, but they soon master the technique and seem to enjoy manipulating them. Letter cards for use with the board may be made from heavy cardboard. Punch holes at the top of each card in order to hang it on the board.

Holes at the top of the cards serve a double purpose. Children will not be able to put cards on the board upside down and, as they hold their cards, they can keep the hole at the top and will not view their cards incorrectly.

Once such a board is constructed, there are many uses for it before children are ready for work with letter forms; for example, matching classifying, developing sequence, and the like.

Matching Letters

Letter Hunt - Hide known letters around the room. Give children individual letters to match. Have them hunt the matching letters. Vary the game by matching capital-capital, small-small, and capital-small letters.

Charts - Construct large charts with letter forms in rows. Have children find the letters in the rest of the row that match the one at the beginning. Proceed from left to right.

Some charts may be made showing only one letter in a row that is different. Have children identify the letter that is different.

Our School - Display the name and a picture of your school at the top of the flannel board, place the letters of the name of the school (C, l, r, l, a) in mixed order on the flannel board. Question children to see if they can determine the sequence of the letters. Have one child tell one thing that he likes to do at school and place the "C" under the name of the school at the top of the flannel board. The next child tells something he likes to do and places the small "a" after the capital "C". Continue until all letters are arranged in proper order to match the name Carll. Later, the word "School" may be included.

The above procedure may be varied by using names of holidays, special events, book titles, songs, trips, etc. Have children tell what they like about each topic before they place letters in order.

Letter Match - Print two columns of letters, capital and small, on the chalkboard. Have children draw lines from the capital letter to the small letter.

Table games of this type may be constructed by the teacher. Paper fasteners and yarn may be used or acetate overlays may be placed on charts and children mark with grease pencils.

A variety of games may be made by the teacher and used by the children as independent activities once they understand the matching process.

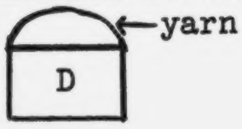
Different games should be constructed to accompany each group of letters that are presented in directed activities.

Finding Friends - For any games or rhythmic activities requiring partners, distribute letter cards and have children find their partner by finding another child with the same letter. For special occasions, make letters on forms appropriate for the holiday or season.

Naming Letter Forms

Moving Letters - Have children form a double circle. Give letter cards to the children making the inside circle. Instruct children holding letter cards to move (walk, skip, hop, etc.). When a signal is given the children holding letter cards stop in front of children in the other circle and ask, "What letter do I have?" If the child answers correctly, he takes a place in the inner circle and will have a turn to move.

Follow Me - Make letter cards for children to wear on their clothing or to place around their necks.



Choose one child to be "It." This child starts the game by chanting:

Letters, letters,
Letters I see.
If I say your name,
Follow Me!

He then stops in front of each child wearing a letter that he knows, says the name of the letter, and leads the children around the circle. When "It" finds all of the letters that he knows, have all children name the letters following him.

Letter Ball - Using letter cards described above, have children sit in a circle. One child is chosen to be "It" and sits in the center of the circle. "It" calls out the name of a letter and rolls the ball to the child who has the letter called. Vary the game by having "It" bounce the ball to the child having the called letter.

Bowling - Put letters on bowling pins, blocks, or covered milk cartons. Children sit in two rows facing each other. The space between the two rows designates the "alley." One child is given a ball and rolls it toward the pins. He names the letters on the pins he knocks down. His score is the number of letters he names.

Giant Steps - The teacher holds letter cards. Two players stand side by side. The first child to name the letter shown by the teacher takes one "Giant Step" toward the teacher. The first one to reach the teacher may hold letter cards for game to continue.

Postman - The postman carries a mailbag around the circle. Children sing:

"The postman whistles, the postman sings,
From house to house the mail he brings.
The postman whistles, the postman sings,
How do you do, a letter for you."

Postman stops in front of a child when song is completed, takes a letter card from his mailbag and asks the child to name the letter. If the child names the letter correctly, he may keep it. If he does not know the letter, other children may help him.

What's Missing? - Display three or four letter cards. Choose three children to observe the letters and then turn their backs toward the letters. Remove a letter card and say "ready." The players turn and try to discover the missing letter. The first one to say the name of the missing letter may choose new players.

The Block Goes Round - Children sit in a circle. They pass an alphabet block around the circle as they repeat this verse:

Round and round the block must go.
Sometimes fast and sometimes slow.
Be very careful - don't let it drop.
Keep it going until we say stop!

When the word "stop" is said the child holding the block must name the letter or letters on the block. Place blocks in the center of the circle as the letters are named. When the game is over, all letters may be named.

Word Forms

Some kindergarten children are word conscious before the year is over. Others begin to recognize words and are anxious to tell about the words they know. The teacher should be alert to all situations where she might call attention to words and help children who are beginning to recognize printed word forms.

Words in Signs - Words in signs are usually the ones recognized first by kindergarten children. Signs using one word on a one color background are easiest to perceive. Children are aware of the need for signs and often request them for use in play activities. The teacher should call attention to signs and their function, encourage children to recognize words on signs around them, and provide for the use of signs in the classroom. These sign words may include in-out; up-down; on-off; push-pull; stop-go; hot-cold; walk-don't walk; crosswalk; slow; school.

Words on Labels - Discriminating words on labels usually involves the ability to distinguish one word from a background of color, shapes, and other words. Children recognize words printed on their favorite foods, toys, products used in the home, and those used in advertising. The teacher can select words that are of value and use these words in the classroom. Suitable words might include: milk, bread, corn, car, truck, doll. Using these words in different context will give children the opportunity to apply old knowledge to new situations.

Words in Experience Charts - As the teacher records experiences, children begin to recognize word forms. These charts may be used to develop skill in matching, comparing size and shape, and recognition of words.

Words in Books - Picture books, ABC books, a picture dictionary, and books used for information and story time offer opportunities for children to recognize word forms. By calling attention to the words used in the title of a book, the teacher encourages word recognition. The child who recognizes a word that is repeated in a story is anxious to point to the word every time he sees it. Given time to examine and explore books, children who are ready will recognize many word forms.

Making New Words - Able children who have knowledge of letter sounds and and forms may be helped to build new words by substituting beginning or ending forms to make different words.

Using Words at Holidays - As the children make turkeys, Santas and the like, place such words as "Gobble, Gobble, Gobble" or "Ho, Ho, Ho" on the object.

READY TO READ

Growth in language development and success in reading go hand in hand. Before introducing the kindergarten child to reading, the teacher should be aware of the factors influencing readiness; recognize some characteristics of the child who is ready to read; and evaluate the present level of development of the child. She will then plan suitable activities and materials for children who evidence readiness for reading.

Organizing for Instruction

The kindergarten room is a warm, friendly place for young children. Because kindergarten children have many and varied needs, the room is divided into several areas: the doll corner, the block corner, a place for coming together as a group, the work table and chairs, the painting area, the science table, the library, the number table, and various open shelves for manipulative toys and games.

Some teachers call the children together, after all have arrive, to make necessary plans for the day. Following this planning period, individuals and small groups go to the different areas to carry out the plans scheduled for the day. Once children have made a choice, found materials, and started to work, the teacher is able to circulate throughout the room providing guidance and instruction as needed. Or, she may be found working with small groups or individuals in specific areas of instruction.

A period of outdoor play may follow the work-play period. During this time children may be engaged in organized games or the use of outdoor equipment.

Around the middle of the session the children may prepare and serve a snack. A short rest time is planned following snack time.

There is a time for conversation, discussion, questioning, explaining, and experimenting. Singing is a part of each day. A good story is usually presented before the session ends.

At the close of each day children and teacher sit together and evaluate the day's activities in terms of the plans that were made earlier. Each period of evaluation leads to plans for another day. Children leave aware of the accomplishments of the day and eagerly awaiting tomorrow.

Evaluating Language Growth

The checklist which follows may be used through the year to aid the teacher in getting to know her children, identifying individual needs, and planning and evaluating her program. Some teachers may wish to construct a large chart placing each child's name across the top of the chart. Others may feel the need for individual lists for each child to be kept in folders along with other information and samples of work. Individual lists may be duplicated, checked periodically, and placed in the child's cumulative record for use by the first grade teacher. The kindergarten teacher may use the list in the manner that best suits her needs and those of the children.

The checklist identifies language skills and habits to be developed in kindergarten. These skills and habits represent learnings that are important factors in reading readiness. The first six areas on the list are taken from material covered in this bulletin. The last four areas include habits developed in all phases of the kindergarten program.

Language Skills Checklist

	Allen	Bobby	Brenda	Chris	Debbie		
Listening							
Listens attentively							
Listens without interrupting							
Recalls with accuracy							
Speaking							
Enunciates and pronounces clearly							
Speaks in complete sentences, when appropriate							
Relates ideas in sequence							
Has a good and increasing vocabulary							
Auditory Discrimination							
Distinguishes between many familiar sounds							
Recalls meaning behind sound signals							
Hears beginning and ending sounds							
Recognizes words that begin alike							
Distinguishes sounds; for example, b and p							
Identifies rhyming words							
Visual Discrimination							
Sees likenesses and differences in objects, pictures, shapes, and sizes							
Notes details							
Perceives Spatial Relationships: near-far, above-below, left-right, etc.							
Distinguishes letters; for example, d and b							

Language Skills Checklist (cont'd)

	Allen	Bobby	Brenda	Chris	Debbie		
Body Control							
Uses large muscles well							
Has good eye-hand coordination							
Literature Interests							
Enjoys stories, poems, and books							
Memorizes simple poems and rhymes							
Chooses library books for free activity							
Organization of Ideas							
Recalls events, immediate and delayed							
Understands sequential order							
Shows ability to classify							
Interprets pictures: names, infers, and creates stories							
Shows ability in reasoning and problem-solving							
Group Behavior							
Follows school rules							
Works well with others							
Shows self-confidence							
Carries out responsibilities							
Work Habits							
Follow directions							
Works well on his own; is able to select worthwhile activities when assigned task is completed							
Finishes work							
Cares for materials							

Language Skills Checklist (cont'd)

	Allen	Bobby	Brenda	Chris	Debbie		
Health Habits							
Practices health rules							
Is physically fit							
Special Interests							
Art activities							
Music							
Science							
Numbers							

Identifying the Child Who is Ready to Read

Some children are ready to learn to read during the kindergarten year. The kindergarten teacher needs to identify these children and plan experiences that will further develop skills used in reading. She must record information about pupil abilities and work with first-grade teachers so that reading instruction goes on uninterrupted when children enter first grade. The Primary Manual, Revised, page 109, lists the characteristics prerequisite to meeting the challenge of learning to read successfully.

Assuming that reading will be taught when a child can experience success, the teacher must keep in mind the factors that influence readiness. These factors are listed below.

Factors Influencing Readiness

Physical
  Has visual acuity
  Has auditory perception
  Has motor control
  Has clear speech

Intellectual
  Has ability to use and understand oral language
  Has understanding of sequential relationships
  Has developed the memory, thinking, and reasoning skills required

Emotional
  Has emotional maturity and security
  Has self-confidence
  Has independence

Social
  Has ability to work well with a group
  Has respect for rules and regulations

Desire to Read
  Has ability to see purpose for reading
  Has appreciation of books and literature of all types

It is the responsibility of the kindergarten teacher to continuously observe children, to meet each child at his own level, and guide him toward progressively higher levels. As the teacher identifies children who evidence readiness for reading, she may wish to confer with principal or supervisor. Beginning reading instruction, either with an individual or a small group, can take place when the child has acquired a desire to learn to read and some knowledge of the skills required, not necessarily all of them.

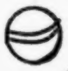
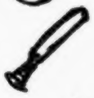
Providing Readiness Activities

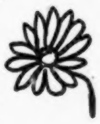
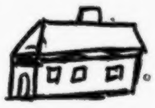
The activities described below supplement and extend the activities described throughout the bulletin.

Personal Storybooks

Begin a personal storybook, using as controlled a vocabulary as possible. Use only one or two sentences at first. Informally fix vocabulary through games and fresh text.

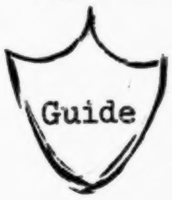
Extend personal reading to include the rebus idea as:

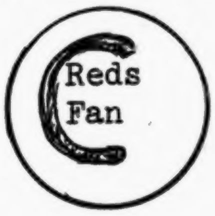
I have a  .
I have a  .

I like red  .
I like red  .

Labels

Children may copy and decorate labels for special occasions such as:

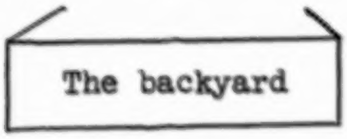


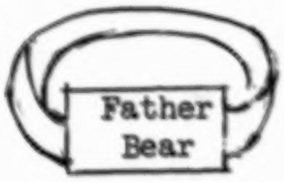


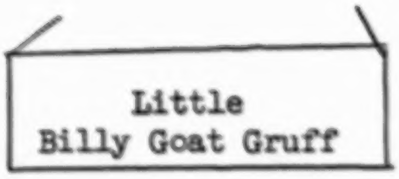
Helper

Costume Notes

Ask children to make and decorate signs to identify characters or places such as:

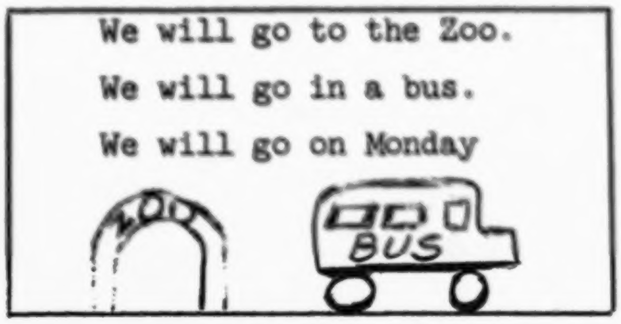






Informative Notes

Use mimeograph sheets to record sample chart messages for home reading which children may illustrate.



We will go to the Zoo.
We will go in a bus.
We will go on Monday

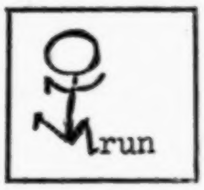
Language Games

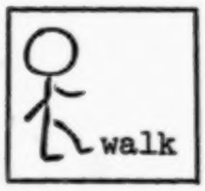
The children listen as the teacher says, "Susie took a ride in a _____." They suggest appropriate endings (car, helicopter, wagon, and the like) to finish the teacher's sentence.

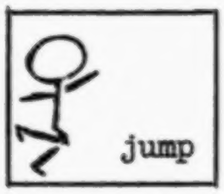
The teacher says, "The bird is in the _____." She writes the beginning letter "t" on the board as a clue. The children then suggest the missing word.

As the children engage in classroom activities or walks around the neighborhood, attention is called to the signs. For example, "KEEP OFF THE GRASS." Upon returning to the classroom, the children make signs to use as they engage in dramatic play.

Action words may be put on cards and used as a game. A pupil leader may change directions as the child play the game. Those caught sit down.







Children find pictures and objects in the classroom as an initial sound is given. For example, "I'm thinking of an object and a picture that begin with the same sound as baby."

INSTRUCTIONAL MATERIALS PROMOTE LANGUAGE GROWTH

All materials, supplies, and equipment[1] in the kindergarten are considered as instructional aids and one or more are used daily as children engage in language activities. The following material is concerned with the use of these aids in the kindergarten program.

Selecting Books to Develop Language

Most kindergarten children enjoy stories and picture books, particularly if they have had happy experiences with them. As a child listens to stories and handles books, he is aware that fun and knowledge can come from the printed page and that an author may write several books. He develops some understanding of the use of the library and learns to respect and care for the books around him.

The use of books as tools for learning will contribute greatly to the child's growth in language skills. He learns to interpret pictures, to follow the ideas and sequence of the story, to express himself orally, and to add his own ideas to those in the story. This background is basic to readiness for reading. The child who has many pleasurable experiences with books and stories develops attitudes and understandings that make him want and need to read in order to find answers to his concerns.

The kindergarten teacher selects carefully the books to be used, provides a suitable place for their use and storage, and helps each develop appreciation and good habits in the handling and care of the books in the classroom.

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[1] See description at end of chapter.

Building the Kindergarten Library

The library corner has long been recognized as an important part of the kindergarten room. Collections in the school Resource Centers, the Public Library, and room collections, ordered from the Kindergarten Supplementary Books List, will provide a variety of good books.

Physical Setting

The library corner is a special place in the kindergarten room and represents a year-round center of interest. This area of the room should have some feature, in addition to the books, that will set it apart as a special center of interest. Each kindergarten room is equipped with a round table. Chair covers and a small rug will add to the general attractiveness of the area. The library should invite children to stay and enjoy the time they spend with books. Children should not feel restricted, however, to using books only in the library corner. They should be encouraged to take books to their tables, to some corner in the room, or to any place where they can enjoy them.

Books placed on library shelves should be well spaced and changed from time to time. Children may develop an interest in and love for some books, however, and request that they stay in the library.

Types of Books

Children should have access to a variety of books. Books may be of all sizes and shapes and should include picture books, realistic stories, fanciful tales, stories about animals, sheer nonsense stories, poetry, ABC and counting books, and informational books. Books for kindergarten children must possess literary value, but the teacher must also consider children, their interests and needs, as she chooses material.

Using the Library Corner

With the exception of the few times when the teacher is instructing the whole class, the library corner should be open to children. They should feel free to go to the room library, read and explore the books they find there, and be responsible for seeing that books are put away in an orderly manner before they leave. Charts to be referred to from time to time should be displayed near the library corner. Some method for classifying books may be worked out with the children.

Children need to respect the rights of others when using the library. It would be unwise to ask children to be "completely quiet" in the library corner. The young child naturally talks when he looks at books. He may be naming objects, telling the story, or relating a similar experience. No teacher can deny the joy, the learning, or the understanding that is evident when a child shares with his friend the wonders he has found in a book.

General Techniques

Suggestions for using books throughout the kindergarten day follow:

Use reference books in the classroom. Encourage children to go to books for information.

Have on hand and use a dictionary. Look up words that interest children and interpret the definitions from the dictionary. Keep a picture dictionary in the room library.

Display poetry books. Children will recognize that poetry is written differently from storybooks.

Use reference books to accompany collections and displays. A collection of sea shells accompanied by Houses from the Sea by Goudey enables children to find pictures of shells like the ones they have. Similarly, books about fish may be displayed near the aquarium.

Read directions for playing a new game from a book. Periodically use the book of games with the children.

Locate songs for children in the music book. They will enjoy looking at pictures and finding songs they know.

Read directions for preparing a snack from a cookbook. Recipes may be printed on charts for later reference.

Preparing for Story Time

The use of stories need not be limited to the regular language arts period nor do all children have to be in a large group. Stories may be presented at various times of the day and may involve a very small group. Whenever the kindergarten teacher presents a story, children should be encouraged to listen attentively, ask questions about things they do not understand, and make comments concerning the story. Story time helps to develop interest in pictures, books, words, concepts, and reading.

Presenting Stories

Kindergarten teachers use a variety of methods to present stories to children. Some of the methods used are listed below.

Telling the story using flannel board, puppets, figures, etc.
Telling the story in her own words, showing pictures in the book
Reading the story as it is written, showing the pictures in the book
Using motion picture films, filmstrips, and slides; with or without recordings
Using recordings with or without books and pictures
Using tapes with a listening post.

Regardless of the method used in presenting a story, the teacher must know the material and be free to observe the children and their reactions. Every teacher knows the joy that comes when rapport has been established and storyteller and listeners are deeply involved in sharing an experience.

Suggestions of Books for Story Time

Old Time Adventures

de Angeli, Margurite. A Pocket Full of Posies: A Merry Mother Goose. New York: Doubleday and Company, Inc., 1960.

Galdone, Paul. (Illus.) *The Old Woman and Her Pig*. New York: McGraw-Hill, 1960.

Grimm, J. L. K. and Grimm, W. K. *The Shoemaker and the Elves*. New York: Charles Scribner's Sons, 1960.

Wright, Blanche Fisher. (Illus.) *The Real Mother Goose*. Skokie, Illinois: Rand McNally and Company, 1960.

Poetic Adventures

Arbuthnot, May Hill. *Arbuthnot Anthology*. Glenview, Illinois: Scott, Foresman and Company, 1961.

Frank, Josette. *Poems to Read to the Very Young*. New York: Random House, Inc., 1961

Hughes, Rosalind. *Let's Enjoy Poetry, Vol. I.* Boston: Houghton Mifflin Company, 1958.

McFarland, Wilma, ed. *For A Child: Great Poems Old and New*. Philadelphia: Westminster Press, 1947.

Children's Adventures

Balian, Lorna. *I Love You, Mary Jane*. Nashville: Abingdon, 1967.

Hill, Elizabeth Starr. *Evan's Corner*. New York: Holt, Rinehart and Winston, 1967.

Kay, Helen. (Pseud.) *One Mitten Lewis*. New York: Lothrop Lee and Shepard Co., 1955.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper and Row, 1967.

Kingman, Lee. *Peter's Long Walk*. New York: Doubleday and Company, Inc., 1953.

Krauss, Ruth. *The Growing Story*. New York: Harper and Brothers, 1947.

Ness, Evaline. *Sam, Bangs and Moonshine*. New York: Holt, Rinehart and Winston, 1966.

Animal Adventures

Flack, Marjorie. *The Story About Ping*. New York: Viking Press, Inc., 1933.

McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, Inc., 1941.

Slobodkina, Esphyr. *Caps for Sale*. New York: William R. Scott, 1948.

Zion, Gene. *Harry the Dirty Dog*. New York: Harper and Brothers, 1956.

Make Believe Adventures

deRegniers, Beatrice S. *The Giant Story*. New York: Harper and Brothers, 1953.

Fatio, Louise. (Pseud.) The Happy Lion. New York: Whittlesey House, 1954.

Flack, Marjorie. Ask Mr. Bear. New York: Macmillan Company, 1940.

Gag, Wanda. Millions of Cats. New York: Coward-McCann, Inc., 1928.

Payne, Emmy. Katy No Pocket. Boston: Houghton Mifflin Company, 1944.

Sendak, Maurice. Where the Wild Things Are. New York: Harper and Brothers, 1963.

Stories On Film

Filmstrips	Produced by	Visual Aids Catalog
Chicken Little	Young America Films	6071
Four Musicians	" " "	6072
Little Red Hen	" " "	6844
Little Red Riding Hood	" " "	6073

Motion Picture Films		
Goldilocks and the Three Bears	Coronet Films	1847
The Ugly Duckling	" "	1809

Stories on Records		
The Carrot Seed	Children's Record Guild	8652
Emperor's New Clothes	Young People's Records	9151
Gingerbread Boy and Chicken Licken	Decca	9312
Goldilocks and the Three Bears	Decca	9308
Little Hawk, the Indian Boy	Young People's Records	9335
Muffin in the City	Young People's Records	8762
Shoemaker and the Elves	Decca	9309
Three Billygoats Gruff	Decca	9310
Little Red Hen	Decca	9311

Using Books Throughout the Program

Many five-year-olds of today express interest in and have some knowledge of things distant in time and space. No longer are children limited to the home, neighborhood, and local community. They are aware of the existence of other countries and other people. They enjoy learning about children from different parts of the world. Books offer information about these faraway places, people, their habits and customs.

During the year, kindergarten children express interest in and desire to know about things that represent all areas of learning. They may be interested in some things that have not been included in the kindergarten curriculum. The alert teacher will capitalize on these interests to help children clarity concepts and gain information. Regardless of the interest expressed, the teacher can find a book that will help her fulfill the interests of children. The list that follows is not complete but merely suggestive of books in the various areas of the program.

Social Studies

Children, Homes, and Families

Buckley, Helen E. Josie and the Snow. New York: Lothrop, Lee and Shepard Co., 1964.

Burton, Virginia. The Little House. Boston: Houghton Mifflin Company, 1942.

Carton, Lonnie. Mommies. New York: Random House, Inc., 1960.

______________. Daddies. New York: Random House, Inc., 1963.

Chaffin, Lillie D. Tommy's Big Problem. New York: Lantern Press, Inc., 1965.

Neighborhood Friends and Places

Duvoisin, Roger. The Missing Milkman. New York: Alfred A. Knopf, Inc., 1966.

Lenski, Lois. Policeman Small. New York: Henry Z. Walck, Inc., 1962.

Ross, Corinne. Let's Go Downtown. Chicago: Children's Press, 1966

Sauer, Julia L. Mike's House. New York: Viking Press, Inc., 1954.

Schneider, Nina. While Susie Sleeps. New York: William R. Scott, Inc., 1947.

Zion, Gene. Dear Garbage Man. New York: Harper and Row, 1957.

Travel

Beim, Jarrold. Andy and the School Bus. New York: William Morrow Co., 1947.

Campbell, Ann R. Let's Find Out About Boats. New York: Franklin Watts, 1967.

Shuttlesworth, Dorothy. ABC of Buses. New York: Doubleday and Company, Inc., 1965.

Thayer, Jane. Rockets Don't Go to Chicago, Andy. New York: William Morrow and Company, 1967.

Zaffo, George J. Giant Nursery Book of Things That Go. New York: Doubleday and Company, Inc., 1959.

Farm and Country

Bannon, Laura. Red Mittens. Boston: Houghton Mifflin Company, 1946.

Brown, Margaret. Big Red Barn. New York: William R. Scott, 1956.

Floethe, Louise. Farmer and His Cows. New York: Charles Scribner's Sons, 1957.

Marlowe, Helen. Clarabelle Hatches Ten. Indianapolis: Bobbs-Merrill, Inc., 1962.

Children in Other Places

Bergere, Thea. Paris in the Rain with Jean and Jacqueline. New York: McGraw-Hill, 1963.

Yashima, Taro. Umbrella. New York: Viking Press, Inc., 1958.

Science

Seasons

Fisher, Aileen Where Does Everyone Go? New York: Thomas Y. Crowell Company, 1961.

Lerner, Sharon. Who Will Wake Up Spring? Minneapolis: Lerner Publications Co., 1966.

Lewis, Clara. I Love Spring. Boston: Little, Brown and Company, 1965.

Rice, Inez. A Long Long Time. New York: Lothrop, Lee and Shepard Co., 1964.

Tresselt, Alvin. Autumn Harvest. New York: Lothrop, Lee and Shepard Co., 1951.

______________. Hi, Mister Robin. New York: Lothrop, Lee and Shepard Co., 1950.

______________. White Snow, Bright Snow. New York: Lothrop, Lee and Shepard Co., 1947.

Zolotow, Charlotte. In My Garden. New York: Lothrop, Lee and Shepard, 1960.

________________. Summer Is .... New York: Abelard-Schuman, 1967.

Weather

Garelick, May. Where Does the Buttlerfly Go When It Rains? New York: William R. Scott, 1961.

Keats, Ezra Jack. The Snowy Day. New York: Viking Press, Inc., 1962.

Tresselt, Alvin. Hide and Seek Fog. New York: Lothrop, Lee and Shepard, 1965.

Zolotow, Charlotte. The Storm Book. New York: Harper and Row, 1952.

Plants

Bethers, Ray. How Does It Grow? New York: St. Martin's Press,Inc., 1963.

Krauss, Ruth. The Carrot Seed. New York: Harper and Row, 1945.

Udry, Janice. A Tree is Nice. New York: Harper and Row, 1956.

Webber, Irma. Up Above and Down Below. New York: William R. Scott, 1943.

Animals

Conklin, G. P. We Like Bugs. New York: Holiday House, Inc., 1962.

Flack, Marjorie. Tim Tadpole and the Great Bullfrog. New York: Doubleday and Company, 1934.

Podendorf, Illa. True Book of Animal Babies. Chicago: Children's Press, 1963.

Schuchmann, Mary. Wild Animal Babies. Racine, Wisconsin: Whitman Co., 1965.

Stevens, Carla. Catch A Cricket. New York: William R. Scott, 1961.

Earth and Sky

Bethers, Ray. What Happens Underground? New York: St. Martin's Press, Inc., 1961.

___________. What Happens in the Sea? New York: St. Martin's Press,Inc., 1962.

___________. What Happens in the Sky? New York: St. Martin's Press, Inc., 1962.

Black, Irma. Busy Water. New York: Holiday House, 1958.

Rand, Ann. Little River. New York: Harcourt, Brace and World, 1959.

Schick, Eleanor. I'm Going to the Ocean. New York: Macmillan Company, 1966.

Arithmetic

Alain. One, Two, Three ---- Going to Sea. New York: William R. Scott, 1964.

Bishop, Claire. Twenty-Two Bears. New York: Viking Press, 1964.

Jean, Priscilla. Patty Round and Wally Square. New York: Ivan Obolensky, Inc., 1965.

Jeruchim, Cecil. Hello! Do You Know My Name? New York: G. P. Putnam's Sons, 1963.

Shapur, Fredun. Round and Round and Square. New York: Abelard-Schuman, 1965.

Wing, H. R. Ten Pennies for Candy. New York: Holt, Rinehart and Winston, 1963.

Ziner, Feenie. Counting Carnival. New York: Coward-McCann, Inc., 1962.

Reading Readiness

Anglund, Joan. In A Pumpkin Shell. New York: Harcourt, Brace and World, 1960.

Gag, Wanda. The ABC Bunny. New York: Coward-McCann, Inc., 1933.

Lord, Bemon. Our New Baby's ABC. New York: Henry Z. Walck, Inc., 1964.

Matthieson, Thomas. ABC An Alphabet Book. New York: Platt and Munk, 1966.

Seuss, Dr. The Cat in the Hat. New York: Random House, 1957.

________. The Cat in the Hat Comes Back. New York: Random House, 1958.

________. Dr. Seuss's ABC. New York: Random House, 1963.

________. Fox in Socks. New York: Random House, 1965.

________. Green Eggs and Ham. New York: Random House, 1960.

________. Hop on Pop. New York: Random House, 1963.

________. One Fish, Two Fish, Red Fish, Blue Fish. New York: Random House, 1960.

Tudor, Tasha. A is for Anna Belle. New York: Henry Z. Walck, Inc., 1954.

Zacks, Irene. Space Alphabet. New Jersey: Prentice-Hall, Inc., 1964.

Sensory Experiences

Abisch, Roz. Open Your Eyes. Chicago: Children's Press, 1964.

Begley, Evelyn. My Color Game. New York: Golden Press, 1966.

Duvoisin, Roger. House of Four Seasons. New York: Lothrop, Lee and Shepard, 1965.

Kalusky, Rebecca. Is It Blue As A Butterfly? New Jersey: Prentice-Hall, Inc., 1965.

Nelson, Lee. All the Sounds We Hear. Austin: Steck-Vaughn, 1960.

Steiner, Charlotte. My Slippers Are Red. New York: Alfred A. Knopf, 1957.

________________. My Bunny Feels Soft. New York: Alfred A. Knopf, 1958.

Selecting Multi-Media Materials

Many instructional materials are available for use in the classroom. The materials described below will aid teachers in developing pupils' language skills. They afford opportunity for children to participate in activities through listening, speaking, observing, and doing.

Learning Resource Centers are equipped with instructional materials including library books, filmstrips, disc recordings, study prints, transparencies, tape recordings, 8mm loop films, many programed materials, kits, and models. Much of the equipment with which these materials are used is housed in the Learning Resource Center; others are available from the building audio-visual representative.

The Visual Aids Exchange of the Cincinnati Public Schools circulates a wide variety of audio-visual materials, including motion pictures, slides, filmstrips, models, phonograph records, mounted pictures, and tape recordings. These materials are listed in the AV Media Handbook, Curriculum Bulletin 201, Cincinnati Public Schools. Please respect the return date on circulating materials.

Filmstrips and Slides

Filmstrip projectors are used for projecting 35mm films. Many filmstrip machines can be adapted to project 2x2 slides. Both filmstrips and slides have unique merits when used with primary children. The pictures projected are still and thereby permit detailed observation. The teacher may proceed at a rate that is suitable for the class, allowing time for discussion or questions on the material as it is viewed. Careful previewing may indicate that certain pictures could be omitted. The teacher can be selective of content presented by eliminating certain slides or clicking past frames.

Filmstrips and slides may be used with a small group of children without darkening the room. This brings about more individualization of the program and allows children who are not interested or unable to sit for an extended period of time to participate in other activities.

Sound Filmstrips

Sound filmstrips are 35mm films accompanied by a synchronized record. Recordings are played as pictures are projected on the screen. A bell or tone on the record tells the operator when to change to the next frame. The combination of listening and seeing is very satisfying to kindergarten children.

Sound filmstrips may be used with small groups with or without a listening post, a set of headsets for individual or small group listening. Kindergarten children can be taught the mechanics of operating the filmstrip projector (threaded by the teacher), the phonograph, and the listening post.

Opaque Projection

The opaque projector may be used to project on the screen in color an illustration from a book, a postcard, or any flat picture. It may be used for many different experiences and is very effective when used for storytelling. Because of the size of the machine, it is not easily moved. Good light control is required for effective use.

Overhead Projection

Transparencies are necessary for use with the overhead projector. Prepared transparencies are available and others can be made by the teacher. Transparent sheets of acetate, available from the Warehouse, are used. The use of "overlays" allows step-by-step demonstration of sequential events and complex processes. The overhead can be used in normal room brightness.

Transparencies can be used profitably for oral storytelling, to teach rhyming words, to develop visual perceptual skills in seeing likenesses and differences, and to teach beginning sounds.

Disc Recordings

Disc recordings are made in three speeds, 78, 45, and 33 rpm. Most kindergarten rooms have record players for discs. The record player is one of the most valuable teaching aids in the kindergarten. Recordings bring stories, songs, music, and sounds from the world into the classroom.

Tape Recordings

On the tape recorder sound impression and recorded material may be played back and listened to immediately. Pre-recorded tapes may be purchased or teachers and children may make their own.

The tape recorder is used to record children's performance in sharing, reporting, dramatics, choral speaking, discussion and singing; to evaluate oral language activities; to analyze speech problems of individual children; to record stories for use with the listening post; and to give directions to a small group of children while the teacher is working with another group.

Listening Posts

The listening post consists of individual earphone sets with jacks that may be plugged into a record player or tape recorder. The use of the individual headphones allows from one to twelve children to listen to recorded material while the rest of the class is engaged in other activities.

Disc recordings and tapes may be purchased for use with the listening post or the teachers may tape record their own material. Stories recorded to accompany favorite books are effective since the child is able to listen to the story and look at pictures at the same time. Directions for making bead patterns, manipulating small blocks, or arranging flannel cut-outs may be taped and used for quiet work activities. When children are expected to respond to directions, the teacher must allow enough time for them to complete one task before starting another.

When using audio-visual projection equipment, teachers are responsible for knowing the equipment, following the procedure established for its use, and returning it to the proper storage place. They must know the material that is to be used, have equipment ready in advance, prepare the children by discussing points to look and listen for, encourage participation whenever possible, and plan a proper follow-up activity.

Study Prints

Study prints are individual or sets of still pictures that pertain to a specific topic. Each picture or set represents a complete lesson. Most commercially prepared study prints have lesson material printed on the back which gives information about the subject, study questions and answers, lists of correlated materials, and suggestions for utilization. Study prints are effective in stimulating conversations, developing skills of noting details and classifying.

Kits

Kits are available for instruction in all areas of the curriculum. Several instructional media may be contained within one kit. Ginn and Company Language Kits A and B are examples of kits available for use in the kindergarten. Kits provide storage as well as a variety of teaching aids designed to apply a systematic learning approach.

Programed Materials and Teaching Machines

Programed materials and teaching machines for use in the kindergarten are limited at the present time. However, teachers should be aware of the nature of programed materials.

Programed materials are based on clearly defined objectives related to a specific subject. Subject matter is broken down into small steps. Each step builds upon those before in a sequential way until facts, concepts, topics, and units have been presented and learned. Programed learning demands that the learner be active. When a response is made the learner knows immediately whether or not his response is correct. This immediate feedback provides reinforcement of what is learned. Programs are designed so that the learner may proceed at his own rate. Provision is made for constant evaluation. An example of programed material is the Learn-A-Tron, which combines a teaching machine and a program.